



Resource Management (IS-703)

Instructor Guide

October 2006



FEMA

Resource Management

EMI Course Number: IS-703

October 2006

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Appendix A: Sample Resource Management Annex (Optional Handout)

Course Background Information

Purpose	<p>This course provides training to help resource managers prepare before an incident and contribute effectively to the response to an incident.</p> <hr/>
Who Should Attend	<p>The target audience includes personnel associated with resource management, including:</p> <ul style="list-style-type: none">▪ Professional first response personnel and emergency management personnel.▪ Elected officials of local, State, and tribal governments.▪ Appointed officials of local, State, and tribal governments. <hr/>
IS-703 Instructor Qualifications	<p>It is recommended that this training be taught by instructors with the following minimum qualifications:</p> <ul style="list-style-type: none">▪ Experience managing resources at a complex incident.▪ Successfully completion of ICS-100, ICS-200, IS-700, and IS-800.▪ Experience as an instructor teaching adults. <p>A minimum of two instructors is recommended.</p> <hr/>
Course Objectives	<p>The course objectives are as follows:</p> <ul style="list-style-type: none">▪ Describe resource management concepts and principles.▪ Explain how using hazard analysis information helps resource managers prepare.▪ Relate how all resource management phases function during an incident.▪ List issues accompanying an Incident of National Significance.▪ Describe post-incident activities. <hr/>
Training Content	<p>The training is comprised of the following lessons:</p> <ul style="list-style-type: none">▪ Unit 1: Introductions and Course Overview▪ Unit 2: Concepts and Principles of Resource Management▪ Unit 3: Getting Ready▪ Unit 4: Resource Management During the Incident▪ Unit 5: The Complex Incident▪ Unit 6: Reassessing Your Readiness: Post-Incident Activities▪ Unit 6a: Tabletop Exercise▪ Unit 7: Course Summary and Final Exam <p>The table on the next page presents the recommended training agenda.</p> <hr/>

Proposed Training Agenda

Day 1	Unit 1: Introductions and Course Overview	1 hour
	Unit 2: Concepts and Principles of Resource Management	2 hours 15 minutes
	Unit 3: Getting Ready	2 hours 30 minutes
	Unit 4: Resource Management During the Incident	2 hours 15 minutes
Day 2	Unit 4: Resource Management During the Incident (Continued)	1 hour 30 minutes
	Unit 5: The Complex Incident	2 hours
	Unit 6: Reassessing Your Readiness: Post-Incident Activities	1 hour
	Unit 6a: Tabletop Exercise	2 hours 30 minutes
	Unit 7: Course Summary and Final Exam	1 hour

Course Logistics Overview

Course Materials

Listed below are the materials that you will need in order to conduct this course:

- **Instructor Guide**: Obtain one copy of the Instructor Guide for each trainer.
- **Student Manual**: Secure one copy of the Student Manual for each person attending the session.
- **PowerPoint Files CD**: The course visuals are stored on a CD. **Transfer the course visuals from the CD to the hard drive of a computer.** The visuals will operate more effectively if they are accessed from the computer's hard drive instead of the CD. Complete the following steps for copying the folders and files from the CD:
 1. Insert the Visuals CD in your CD drive.
 2. Using Windows Explorer, access the list of folders and files on your CD drive.
 3. Highlight the folder on the CD titled "visuals."
 4. With the visual folder highlighted, click on the Edit pull-down menu and then select Copy.
 5. Select a location on your computer's hard drive. When you are in that drive (and folder), click on the Edit pull-down menu and then select Paste.
 6. All of the visuals should now be copied onto your hard drive.
 7. Test the visuals to make sure that everything transferred correctly.
- **Course Evaluation Forms**: Make sure that you have one copy of the course evaluation form for each person attending the training.

Resource Management Annex for Exercises

For the activity in Unit 2, the students will need to consult the Resource Management Annex from a jurisdiction's Emergency Operations Plan (EOP). This exercise will be more educational if students bring the Resource Annex from their own jurisdiction, so you should contact them prior to the course and encourage them to bring a copy.

In case students do not bring a Resource Management Annex of their own, a sample Annex is provided in Appendix A of this Instructor Guide. Make copies of this Annex ahead of time, and hand them out for the students to use during the exercises.

Course Logistics Overview (Continued)

Final Test

To receive a certificate of completion, students must take the 25-question multiple-choice final test, submit an answer sheet (to EMI's Independent Study Office), and score 75% on the test. Do NOT use the test unless you see IS-703 in the header and April 2006 in the footer. Older test versions contain outdated materials. Two options exist for test submission:

- Students submit their tests online and receive an e-mail with a link to their electronic certificate.
 1. Go to <http://training.fema.gov/EMIWeb/IS/is703.asp>.
 2. Click on "Download Final Exam Questions" (found at the bottom of the page). You may want to print the test.
 3. Click on "Take Final Exam" (found at the bottom of the page).
- Instructions for group delivery: Test answer sheets can be obtained upon request by calling (301) 447-1256. The completed tests can then be submitted as a group to:

EMI Independent Study
16825 South Seton Ave.
Emmitsburg, MD 21727

Course Equipment

Make arrangements to have a computer with a PowerPoint slide projector. Be sure to try out the projector in advance of the training, in case you need help getting it to work properly. Make sure all equipment is functioning properly.

Test the PowerPoint projector and the lights. If you do not have equipment for projection, plan to refer participants to their Student Manuals. The visuals are reproduced in the Student Manual, but the training is more effective with the projection of the visuals. Arrange for technical assistance to be available during training in the event of equipment malfunction.

Copyright

This course makes no use of copyrighted/proprietary material.

Unit 1: Introductions and Course Overview

Objectives

At the end of this unit, the students should be able to:

- Describe the purpose of Homeland Security Presidential Directive 5 and Homeland Security Presidential Directive 8.
 - Explain the purpose of the National Response Plan and the National Incident Management System.
 - List the six major components of NIMS.
 - Define resource management according to NIMS.
 - List the four primary resource management tasks.
-

Scope

- Course Welcome
 - Administrative Information
 - Introductions
 - Unit 1 Objectives
 - Course Overview
 - Course Objectives
 - Homeland Security Presidential Directives
 - NRP and NIMS
 - NIMS Components
 - NIMS Definition of Resource Management
 - Summary and Transition
-

Methodology

The Instructors will welcome the students to the course and introduce themselves, providing a brief statement of their backgrounds and experience with resource management. Then, they will provide the students with course administrative information and a brief introduction to the course materials.

Next, the students will introduce themselves, providing their names, agencies, and experience with resource management. They will also state their greatest need from this course.

The Instructor will continue the unit by providing an overview of the course, which will include information about Homeland Security Presidential Directives 5 and 8, the National Response Plan, and the National Incident Management System. Then, the Instructor will introduce the six major components of NIMS, as well as the definition of resource management according to NIMS. Next, the Instructor will describe the four primary resource management tasks according to NIMS.

Methodology (Continued)

After answering any questions that the students have, the Instructor will summarize the key points from this unit and transition to Unit 2.

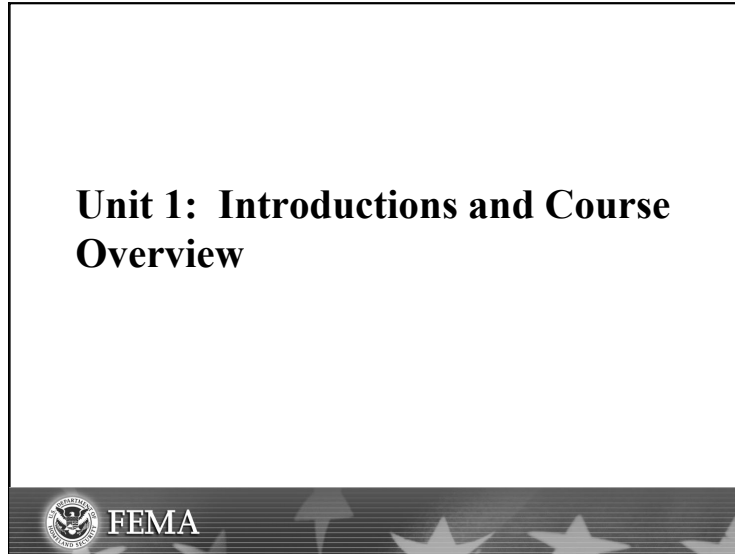
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Welcome	20 minutes
Unit 1 Objectives	5 minutes
Course Overview	30 minutes
Summary and Transition	5 minutes
Total Time	1 hour



Visual 1.1



Visual Description: Course Welcome

Instructor Notes

Welcome the students to the course.

Tell the group that this course will review the concepts and principles of resource management, preparedness measures, resource management during incidents (including Incidents of National Significance), and post-incident activities.

Introduce yourself by providing:

- Your name and organization.
- A brief statement of your experience with resource management.

Ask each of the other instructors to introduce him- or herself in the same way.



Visual 1.2

Administrative Information

- Hours
- Evacuation routes and fire exits
- Restroom locations
- Smoking policy
- Breaks and lunch
- Cell phones and pagers



Unit 1:
Introductions and Course Overview

Visual Description: Administrative Information

Instructor Notes

Present the course administrative information to the group. Be sure to mention:

- The hours during which the class will convene.
- The evacuation route and fire exits.
- Restroom locations.
- Smoking policy.
- Breaks and lunch.
- All cell phones and pagers should be placed on vibrate for the duration of the class.

Course Materials

Verify that everyone has a copy of the Student Manual. Point out that the Student Manual includes all of the information required to take the course. Explain that the instructors will provide additional information based on their own experience with resource management. Urge the students to take notes in their Student Manuals so that they retain this information after the class is over.



Visual 1.3

Introductions

- Instructors
- Students
 - Name and organization
 - Experience with emergency or incident response, including resource management
 - One special issue that you would like to be able to resolve



Unit 1:
Introductions and Course Overview

Visual Description: Introductions

Instructor Notes

Introduce yourself by providing:

- Your name and organization.
- A brief statement of your experience with emergency or incident response, including resource management.

Ask the other instructors to introduce themselves in the same way.

Ask the students to introduce themselves by providing:

- Their names and organizations.
- A brief statement of their experience with emergency or incident response, including resource management.
- One special issue about resource management that they would like to be able to resolve by taking this course.

Record the students' expectations on chart paper. After all students have introduced themselves, summarize the introductions by using their responses to describe how their expectations will be addressed during the course and to clarify if there are any topics that are beyond the scope of this course.

If possible, hang the expectations list in the training room. Revisit the list at the end of the course to ensure that all issues have been addressed.



Visual 1.4

Unit 1 Objectives

- Describe the purpose of Homeland Security Presidential Directives (HSPDs) 5 and 8.
- Explain the purpose of the National Response Plan (NRP) and the National Incident Management System (NIMS).
- List the six major components of NIMS.
- Define resource management according to NIMS.
- List the four primary resource management tasks.



Unit 1:
Introductions and Course Overview

Visual Description: Unit 1 Objectives

Instructor Notes

Introduce the unit objectives. Tell the group that, at the end of this unit, they should be able to:

- Describe the purpose of Homeland Security Presidential Directive 5 and Homeland Security Presidential Directive 8.
- Explain the purpose of the National Response Plan (NRP) and the National Incident Management System (NIMS).
- List the six major components of NIMS.
- Define resource management according to NIMS.
- List the four primary resource management tasks.



Visual 1.5

Course Overview

- Unit 2: Concepts and Principles of Resource Management
- Unit 3: Getting Ready
- Unit 4: Resource Management During the Incident
- Unit 5: The Complex Incident
- Unit 6: Reassessing Your Readiness: Post-Incident Activities
- Unit 6a: Tabletop Exercise
- Unit 7: Course Summary and Final Exam



Unit 1:
Introductions and Course Overview

Visual Description: Course Overview

Instructor Notes

Introduce this course by telling the group that the course will focus on the critical aspects of resource management. Explain that:

- Unit 2 will provide an overview of the concepts and principles of resource management.
- Unit 3 will describe resource management planning and preparedness.
- Unit 4 will cover resource management during full-scale disaster response.
- Unit 5 will describe resource management issues that accompany an Incident of National Significance.
- Unit 6 will cover the activities that need to take place following a deployment.
- Unit 6a will provide the students with an opportunity to apply what they have learned in a tabletop exercise.
- Unit 7 will summarize the course and include a final exam.

Ask if anyone has any questions about what will be covered in this course.



Visual 1.6

Course Objectives

- Describe resource management concepts and principles.
- Explain how using hazard analysis information helps resource managers prepare.
- Relate how all resource management phases function during an incident.
- List issues accompanying an Incident of National Significance.
- Describe post-incident activities.



Unit 1:
Introductions and Course Overview

Visual Description: Course Objectives

Instructor Notes

Review the course objectives with the group. As you describe the objectives, point out that the course will allow time to address the group's issues, concerns, and considerations.

Tell the group that, by the end of this course, they should be able to:

- Describe the concepts and principles that are the foundation of NIMS resource management.
- Explain how using hazard analysis information can help resource managers prepare for an incident.
- Relate how all of the phases of the resource management system function during an incident.
- List the resource management issues that accompany an Incident of National Significance.
- Describe the resource management activities that need to take place following a deployment.



Visual 1.7

Homeland Security Presidential Directives

- HSPD-5 identifies steps for improved coordination in response to incidents. It requires DHS to establish the NRP and NIMS.
- HSPD-8 describes the way Federal departments and agencies will prepare. It requires DHS to develop a National Preparedness Goal.



Unit 1:
Introductions and Course Overview

Visual Description: Homeland Security Presidential Directives

Instructor Notes

Explain that, in response to the attacks of September 11, 2001, President Bush issued the following Homeland Security Presidential Directives (HSPDs):

- HSPD-5: Identifies steps for improved coordination in response to incidents. It requires the Department of Homeland Security (DHS) to coordinate with other Federal departments and agencies and State, local, and tribal governments to establish a National Response Plan (NRP) and a National Incident Management System (NIMS).
- HPSD-8: Describes the way Federal departments and agencies will prepare. It requires DHS to coordinate with other Federal departments and agencies and State, local, and tribal governments to develop a National Preparedness Goal.



Visual 1.8

The NRP and NIMS

- The NRP is an all-discipline, all-hazards plan for the management of domestic incidents.
- NIMS provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident.
- NIMS requires that ICS be institutionalized.



Unit 1:
Introductions and Course Overview

Visual Description: The NRP and NIMS

Instructor Notes

Continue by elaborating on the NRP and NIMS:

- The NRP: Is an all-discipline, all-hazards plan for the management of domestic incidents. Using the template established by the NIMS, the NRP provides the structure and mechanisms to coordinate and integrate incident management activities and emergency support functions across Federal, State, local, and Tribal government entities, the private sector, and nongovernmental organizations.
- NIMS: Provides a consistent framework for incident management at all jurisdictional levels, regardless of the cause, size, or complexity of the incident. Building upon the Incident Command System (ICS), the NIMS provides the Nation's first responders and Federal, State, and local authorities with the same foundation for incident management for terrorist attacks, natural disasters, and other emergencies.

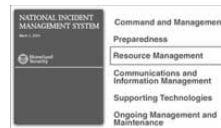
Emphasize to the group that NIMS requires that ICS be institutionalized.



Visual 1.9

NIMS Components

- Command and Management
- Preparedness
- Resource Management
- Communications and Information Management
- Supporting Technologies
- Ongoing Management and Maintenance



Unit 1:
Introductions and Course Overview

Visual Description: NIMS Components

Instructor Notes

Tell the students that NIMS integrates existing best practices into a consistent, nationwide approach to domestic incident management. Six major components make up the NIMS systems approach:

- Command and Management
- Preparedness
- Resource Management
- Communications and Information Management
- Supporting Technologies
- Ongoing Management and Maintenance



Visual 1.10

NIMS Definition of Resource Management

Coordinating and overseeing the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources include:

- Personnel.
- Teams.
- Facilities.
- Equipment.
- Supplies.



Unit 1:
Introductions and Course Overview

Visual Description: NIMS Definition of Resource Management

Instructor Notes

Explain that, as defined in NIMS, resource management involves coordinating and overseeing the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident.

Tell the students that resources include:

- Personnel.
- Teams.
- Facilities.
- Equipment.
- Supplies.



Visual 1.11

Primary Resource Management Tasks

1. Establishing systems to describe, inventory, request, and track resources
2. Activating these systems before and during an incident
3. Dispatching resources before and during an incident
4. Deactivating or recalling resources during or after an incident



Unit 1:
Introductions and Course Overview

Visual Description: Primary Resource Management Tasks

Instructor Notes

Tell the group that, according to NIMS, resource management involves the following four primary tasks:

Task 1: Establishing systems to describe, inventory, request, and track resources.

Task 2: Activating these systems before and during an incident.

Task 3: Dispatching resources before and during an incident.

Task 4: Deactivating or recalling resources during or after an incident.



Visual 1.12

Summary and Transition

- HSPD-5 and HSPD-8
- NRP and NIMS
- Six major components of NIMS
- NIMS definition of resource management
- Four primary resource management tasks



Unit 1:
Introductions and Course Overview

Visual Description: Summary and Transition

Instructor Notes

Summarize the important points for this unit regarding:

- HSPD-5 and HSPD-8.
- The NRP and NIMS.
- The six major components of NIMS.
- The NIMS definition of resource management.
- The four primary resource management tasks.

Transition to the next unit by explaining that Unit 2 will cover the concepts and principles of resource management.

Ask if anyone has any questions before continuing.

Notes:

Unit 2: Concepts and Principles of Resource Management

Objectives

At the end of this unit, the students should be able to describe the:

- Comprehensive approach to resource management.
 - Concepts and principles that are the foundation of NIMS resource management.
-

Scope

- Introduction and Unit Overview
 - Unit Objectives
 - Command vs. Coordination
 - Command
 - Coordination
 - Effective Resource Management
 - Resource Management: Primary Tasks
 - NIMS Resource Management Concepts
 - Assets
 - Credentialing
 - Coordination
 - NIMS Resource Management Principles
 - Resource Planning
 - Resource Identification and Ordering
 - Resource Categorization
 - Use of Agreements
 - Effective Management of Resources
 - Resource Management and NIMS
 - Resource Kinds and Types
 - Eight Processes for Managing Resources
 - Activity: Assessing Resource Management Readiness
 - Summary and Transition
-

Methodology

After introducing this unit and providing the unit objectives, the Instructor will review the differences between command and coordination, providing examples of each and stressing that both are needed for effective resource management. Then, the Instructor will introduce resource management specifically, describing what resources are, why effective resource management is important to incident managers, where resource management generally takes place, and the primary tasks involved in managing resources.

Next, the Instructor will highlight briefly the NIMS resource management concepts and principles, engaging the students in discussions of how the various concepts and principles are applied in their States and/or jurisdictions and the types of support systems used to ensure effective resource management.

At the end of this unit, the students will work, either individually or in teams, to assess their jurisdiction's readiness for managing resources effectively.

The Instructor will summarize the key points of this unit and transition to Unit 3.

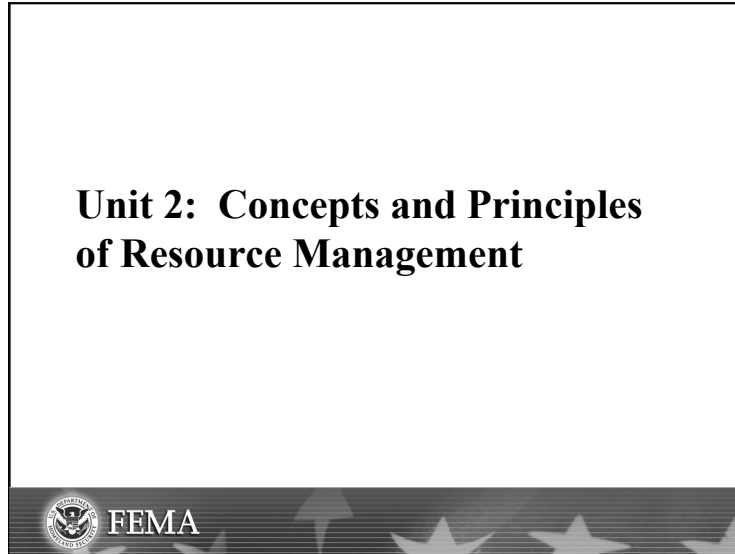
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Command vs. Coordination	15 minutes
Effective Resource Management	5 minutes
NIMS Resource Management Concepts	10 minutes
NIMS Resource Management Principles	30 minutes
Resource Management and NIMS	30 minutes
Activity: Assessing Resource Management Readiness	35 minutes
Summary and Transition	5 minutes
Total Time	2 hours 15 minutes

Note

For the activity at the end of this unit, the students will need the Resource Management Annex from their EOPs. If some or all students did not bring their Annex, you should have copies of the sample Annex in Appendix A ready to hand out for their use.

**Visual 2.1**

Visual Description: Unit 2: Concepts and Principles of Resource Management

Instructor Notes

Introduce this unit by telling the group that Unit 2 will present a comprehensive approach to resource management.



Visual 2.2

Unit 2 Objectives

- Describe the comprehensive approach to resource management.
- Describe the concepts and principles that are the foundation of NIMS resource management.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Unit 2 Objectives

Instructor Notes

Tell the students that at the end of this unit, they should be able to:

- Describe the comprehensive approach to resource management.
- Describe the concepts and principles that are the foundation of NIMS resource management.

Ask if anyone has any questions about what will be covered in this unit.



Visual 2.3

Command vs. Coordination

- Parallel but distinct processes
- Both needed for effective resource management



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Command Versus Coordination

Instructor Notes

Tell the students that effective resource management hinges on both command and coordination. Explain that command and coordination are two parallel, but distinct, emergency management processes. Both are needed for effective resource management.



Visual 2.4

Command

- **Command** is the process of directing and controlling resources to address the needs of an incident or event.
- NIMS assigns command responsibilities to the on-scene Incident Commander.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Command

Instructor Notes

Point out that command is the process of directing and controlling resources to address the needs of a particular incident or event. In NIMS, responsibility for this process is delegated to the on-scene Incident Commander by the Agency Administrator.

Note: Provide examples of command activities:

- Determining incident objectives.
- Establishing Operational Periods.
- Assigning and supervising field resources.

In the event that several incidents in close proximity to each other require an additional level of command management, Area Command can be established to coordinate the activities of the Incident Commanders assigned to the individual incidents.



Visual 2.5

Coordination (1 of 2)

- **Coordination** includes activities to ensure that ICS organization(s) get what they need when they need it.
- **Coordination** takes place:
 - In a number of entities.
 - At all levels of government.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Coordination (1 of 2)

Instructor Notes

Continue by telling the group that coordination includes the activities that must be performed to ensure that the ICS organization(s) receive the resources and support they need when they need them.

Note: Examples of coordination activities include:

- Adjusting agency budgets, policies, and work priorities to make funds and resources available.
- Facilitating interagency decisionmaking.
- Coordinating interagency public information.
- Dispatching additional resources.



Visual 2.6

Coordination (2 of 2)

Coordination entities:

- Dispatch center
- EOC
- RRCC
- JFO

Command entities:

- Agency administrator
- Area Command
- Incident Command/
Unified Command



FEMA

Unit 2:
Concepts and Principles of Resource Management

Visual Description: Coordination (2 of 2)

Instructor Notes

Explain that coordination takes place in a number of entities and at all levels of government.

Examples of coordination entities include:

- Dispatch center or office (local and/or regional levels).
- Emergency Operations Center (EOC) (local, State, and/or regional levels).
- Regional Response Coordination Center (RRCC) (FEMA/Federal regional level).
- Joint Field Office (JFO) (Federal resources).

To underscore the distinction between coordination entities and command entities, briefly review the list of command entities on the right-hand side of the visual. **Note:** The next slide clarifies the functional difference between coordination and command entities.



Visual 2.7

Role of Coordination Entities

Coordination entities**do:**

- Establish priorities.
- Make resources available.
- Provide support.

Coordination entities**do not:**

- Direct specific actions at the incident.



Visual Description: Role of Coordination Entities

Instructor Notes

Tell the students that another way to look at the difference between command and coordination is to view the chain of command as an extension of the Agency Administrator's responsibilities and authorities to direct the agency's resources to address emergencies.

Coordination entities assist by establishing priorities, making resources available, and providing support, but do not have the authority to direct any specific actions on the incident.



Visual 2.8

Resource Management: Definition

Involves coordinating and overseeing the application of tools, processes, and systems to provide incident managers with timely and appropriate resources during an incident.

Resources include:

- Personnel
- Teams
- Facilities
- Equipment
- Supplies



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Management: Definition

Instructor Notes

Introduce this topic by telling the students that resource management involves coordinating and overseeing the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident.

Resources include:

- Personnel.
- Teams.
- Facilities.
- Equipment.
- Supplies.

Explain that, generally, resource coordination activities take place within EOCs. As incidents grow in size or complexity, other MAC entities such as JFOs and MAC Groups may be established to prioritize and coordinate resource allocation and distribution.



Visual 2.9

Resource Management: Primary Tasks

1. Establishing systems for describing, inventorying, requesting, and tracking resources
2. Activating these systems prior to and during an incident
3. Dispatching resources prior to and during an incident
4. Deactivating or recalling resources during or after an incident



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Management: Primary Tasks

Instructor Notes

Tell the students that resource management involves four primary tasks:

1. Establishing systems for describing, inventorying, requesting, and tracking resources
2. Activating these systems prior to and during an incident
3. Dispatching resources prior to and during an incident
4. Deactivating or recalling resources during or after an incident

Emphasize that the basic concepts and principles introduced in NIMS guide resource management processes and allow these tasks to be conducted effectively. By standardizing the procedures, methodologies, and functions involved in these processes, the application of NIMS concepts and principles helps to ensure that resources can be activated quickly and efficiently in response to incident needs.



Visual 2.10

NIMS Resource Management Concepts

NIMS:

- Provides a uniform method of identifying, acquiring, allocating, and tracking resources.
- Ensures efficient mobilization and a dispatch-to-demobilization record of resources used.
- Incorporates mutual aid and donations.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: NIMS Resource Management Concepts

Instructor Notes

Introduce this topic by telling the students that the underlying resource management concepts in the context of NIMS are:

- Providing a uniform method of identifying, acquiring, allocating, and tracking resources.
- Ensuring efficient mobilization and an initial dispatch-to-demobilization record of the utilization of each resource through a standardized resource classification system. Standardized classification of resources provides a common language for resource identification and procurement regardless of source.
- Effectively incorporating mutual aid and donations, enabled by the standard classification of kinds and types of resources to support the incident management organization.



Visual 2.11

Assets

- Owned/controlled
- Mutual aid/EMAC
- Private-sector and nongovernmental agencies
- Private donations



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Assets

Instructor Notes

Explain that most jurisdictions have a range of resources that they own and control. Point out that no jurisdiction has the resources necessary to respond to every type of emergency. Mutual-aid resources are a primary asset during major emergencies, and most jurisdictions have formal mutual-aid agreements that support their needs.

Emphasize that private-sector and donor assistance are less well incorporated into many resource management systems, and without careful planning, may prove to be a liability rather than an asset.



Visual 2.12

NIMS Credentialing

- Based on principles of ICS.
- Tied to uniform training and certification standards.
- Ensures that requested personnel are successfully integrated into ongoing incident operations.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: NIMS Credentialing

Instructor Notes

Remind the group that because ICS establishes a common national organizational structure for incident management, it also allows the development of national training and certification standards. This ensures that personnel trained and certified in the system can be integrated seamlessly regardless of jurisdiction, location, or type of incident.

Tell the group that NIMS resource management uses a credentialing system tied to uniform training and certification standards to ensure that requested personnel resources are successfully integrated into ongoing incident operations.



Visual 2.13

Coordination

- Responsibility of:
 - EOC or Multiagency Coordination entities
 - Elements of the ICS structure
- Encompasses contributions by:
 - The private sector
 - Nongovernmental organizations (NGOs)



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Coordination

Instructor Notes

Transition to coordination by explaining that coordination is the responsibility of EOC and/or Multiagency Coordination Entities, as well as specific elements of the ICS structure (e.g., the Resources Unit).

NIMS Resource Management encompasses resources contributed by private-sector and nongovernmental organizations (NGOs). Private-sector entities and NGOs play a critical role in emergency response. Some organizations, such as the American Red Cross, have an ongoing, formal role in emergency management. Others, such as privately owned utilities, provide essential infrastructure, or have technical capabilities that are useful in emergency response. Successful resource management must include mechanisms to identify, activate, incorporate, and pay for such assets.



Visual 2.14

Resource Management Principles

Five key principles:

1. Planning
2. Resource identification and ordering
3. Resource categorization
4. Use of agreements
5. Effective management



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Management Principles

Instructor Notes

Tell the students that five key principles underpin effective resource management:

- Planning
- Resource identification and ordering
- Resource categorization
- Use of agreements
- Effective management of resources



Visual 2.15

Resource Planning

- Plan possible resource needs before an incident.
- Involve all key players:
 - Key jurisdiction personnel
 - Mutual-aid partners
 - Private-sector partners



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Planning

Instructor Notes

Tell the group that preparedness organizations work together before an incident to develop plans for managing and employing resources in a variety of possible emergency circumstances.

One formal planning mechanism designed to implement this principle is the Local Emergency Planning Committee (LEPC), established to plan community response to hazardous materials incidents. One of the key activities of the LEPC is to identify available public and private-sector resources, and develop response plans specific to locations that produce, use, or store hazardous chemicals. Many jurisdictions have found that this process is useful not only in HazMat incidents, but in all-hazards planning as well.

Remind the group that planning cannot take place in a vacuum. All of the key players in emergency response, including mutual-aid and private-sector partners, should participate in the planning process.



Visual 2.16

Resource Identification and Ordering

Use standard processes to:

- Identify resource needs.
- Order resources.
- Mobilize resources.
- Dispatch resources.
- Track resources.
- Demobilize resources.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Identification and Ordering

Instructor Notes

Tell the students that resource managers use standardized processes and methodologies to identify, order, mobilize, dispatch, track, and demobilize the resources required to support incident management activities.

Resource managers perform these tasks either at an Incident Commander's request or in accordance with protocols developed during the planning process.

Emphasize that, while the students are probably most familiar with dispatching resources at the request of an Incident Commander, some plans call for automatic "move up" or standby status under specific circumstances identified during planning.



Visual 2.17

Resource Categorization

Resources are typed according to:

- Size.
- Capacity.
- Capability.
- Skill.
- Other characteristics.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Categorization

Instructor Notes

Tell the students that incident management and emergency response organizations at all levels rely on various types of equipment to perform mission-essential tasks. A critical component of operational preparedness is the acquisition of equipment that will perform to certain standards, including the capability to be interoperable with equipment used by other jurisdictions.

Emphasize that resources are “typed” or categorized by:

- Size.
- Capacity.
- Capability.
- Skill.
- Other characteristics.

This typing or categorizing of resources makes the resource ordering and dispatch process within jurisdictions, across jurisdictions, and between governmental and nongovernmental entities more efficient and ensures that Incident Commanders receive resources appropriate to their needs.

Facilitating the development and issuance of national standards for typing resources and certifying personnel will be the responsibility of the NIMS Integration Center.



Visual 2.18

Use of Agreements

Pre-incident agreements:

- Facilitate effective, efficient resource management.
- Ensure deployment of standardized, interoperable resources.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Use of Agreements

Instructor Notes

Introduce this topic by telling the students that pre-incident agreements among all parties providing or requesting resources are necessary to facilitate effective and efficient resource management during incident operations.

Formal pre-incident agreements are established between parties (both governmental and nongovernmental) that might provide or request resources during emergencies. This ensures the efficient deployment of standardized, interoperable equipment and other incident resources during incident operations.

Provide examples of formal pre-incident agreements:

- Emergency Management Assistance Compacts (EMACs), between States.
- Mutual-aid agreements, between local jurisdictions or between a jurisdiction and a nongovernmental organization (NGO).
- Standby contracts, between a local jurisdiction and a commercial supplier of critical resources.



Visual 2.19

Mutual-Aid Agreements (1 of 4)

Developed between a jurisdiction and:

- Nearby jurisdictions.
- Private-sector entities.
- NGOs.

Some States have developed Statewide mutual-aid agreements, making local agreements unnecessary.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Mutual-Aid Agreements (1 of 4)

Instructor Notes

Tell the students that mutual-aid agreements supply the means for one jurisdiction to provide resources, facilities, services, and other required support to another jurisdiction during an incident. Stress that every jurisdiction should be party to mutual-aid agreements with jurisdictions from which they expect to receive or to which they expect to provide assistance during an incident. This would normally include all neighboring or nearby jurisdictions.

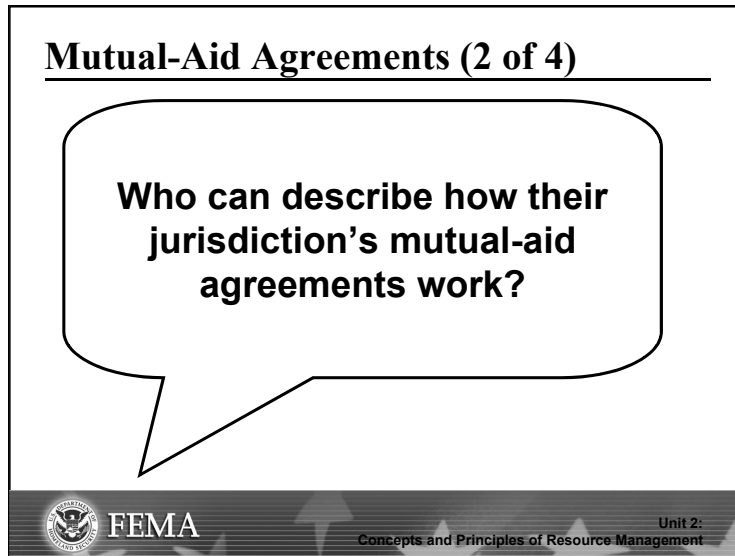
Mutual-aid agreements should also be developed with NGOs, such as the Red Cross, to facilitate the timely delivery of private-sector assistance during incidents.

Remind the group that most States participate in Emergency Management Assistance Compacts (EMACs) between the State and its bordering States. Some States have established intra-State agreements to coordinate the provision of mutual aid among all local jurisdictions within the State.

Urge the students to become familiar with their jurisdictions' and States' mutual-aid structures and to include mutual-aid partners at key points in emergency planning.



Visual 2.20



Visual Description: Mutual-Aid Agreements (2 of 4)

Instructor Notes

Ask the group:

Who can describe how their jurisdiction's mutual-aid agreements work?

Select a volunteer to answer the question. Then, ask if any other jurisdictions work differently. Facilitate a brief discussion of the various ways that mutual-aid agreements can be developed and implemented. Point out that, while some jurisdictions prefer informal agreements, it is preferable to develop formal written agreements.



Visual 2.21

Mutual-Aid Agreements (3 of 4)

All mutual-aid agreements should include:

- Definitions of key terms.
- Roles and responsibilities of involved parties.
- Procedures for requesting and providing assistance.
- Notification procedures.
- Protocols for interoperable communications and equipment.
- Relationships with other agreements among jurisdictions.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Mutual-Aid Agreements (3 of 4)

Instructor Notes

Continue this topic by telling the group that, at a minimum, mutual-aid agreements should include the following elements or provisions:

- Definitions of key terms used in the agreement
- Roles and responsibilities of involved parties
- Procedures for requesting and providing assistance
- Notification procedures
- Protocols for interoperable communications and equipment
- Relationships with other agreements among jurisdictions



Visual 2.22

Mutual-Aid Agreements (4 of 4)

All mutual-aid agreements should address:

- Procedures, authorities, and rules for payment, reimbursement, and allocation of costs.
- Workers' compensation.
- Treatment of liability and immunity.
- Recognition of qualifications and certifications.
- Sharing agreements, as required.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Mutual-Aid Agreements (4 of 4)

Instructor Notes

Continue telling the students the elements that should be included in mutual-aid agreements:

- Procedures, authorities, and rules for payment, reimbursement, and allocation of costs.
- Workers' compensation.
- Treatment of liability and immunity.
- Recognition of qualifications and certifications.
- Sharing agreements, as required.

Authorized officials from each participating jurisdiction or entity will collectively approve all agreements.



Visual 2.23

Effective Resource Management

Use validated practices to perform all key resource management tasks, including:

- Acquisition.
- Information management.
- Ordering, mobilizing, dispatching, and demobilizing resources.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Effective Resource Management

Instructor Notes

Introduce this topic by telling the students that resource managers use validated practices to perform key resource management tasks systematically and efficiently.

Provide examples of several key resource management tasks:

- Acquiring resources.
- Managing information.
- Ordering, mobilizing, dispatching, and demobilizing resources.



Visual 2.24

Acquisition Procedures

Develop tools and processes to support acquisition activities, such as:

- Procurement and contracting.
- Drawing from existing stocks and inventories.

Adapt existing administrative procedures to support emergency acquisition needs.



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Unit 2:
Concepts and Principles of Resource Management

Visual Description: Acquisition Procedures

Instructor Notes

Tell the students that acquisition procedures are used to obtain resources to support operational requirements. Preparedness organizations should develop standard tools and related processes to support acquisition activities, such as:

- Procurement and contracting.
- Drawing from existing stocks and inventories.

Urge the group to examine existing administrative procedures and adapt them to support emergency acquisition needs.



Visual 2.25

Information Management Systems (1 of 4)

Information management systems are used to:

- Collect, update, and process data.
- Track resources.
- Display readiness status.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Information Management Systems (1 of 4)

Instructor Notes

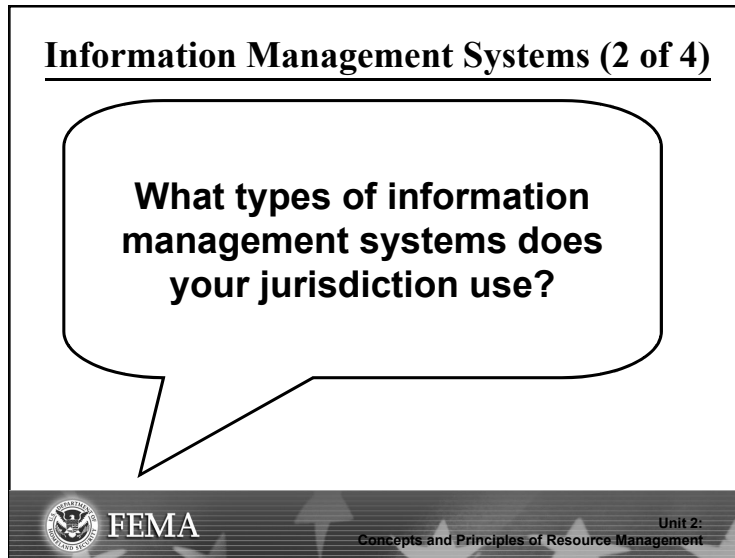
Tell the group that information management systems are used to:

- Collect, update, and process data.
- Track resources.
- Display readiness status.

Point out that information management systems enhance information flow and provide real-time data in a fast-paced environment where different jurisdictions and functional agencies are managing different aspects of the incident life cycle and must coordinate their efforts.



Visual 2.26



Visual Description: Information Management Systems (2 of 4)

Instructor Notes

Ask the group:

What types of information management systems does your jurisdiction use?

Display the next visual to summarize the students' responses.



Visual 2.27

Information Management Systems (3 of 4)

Examples:

- Geographic information systems (GISs)
- Resource tracking systems
- Transportation tracking systems
- Inventory management systems
- Reporting systems



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Information Management Systems (3 of 4)

Instructor Notes:

Examples of information management systems include:

- Geographic information systems (GISs).
- Resource tracking systems.
- Transportation tracking systems.
- Inventory management systems.
- Reporting systems.



Visual 2.28

Information Management Systems (4 of 4)

Key considerations for information management systems:

- Ease of deployment. If not used regularly, keep it simple!
- Interoperability. Link to non-emergency systems and mutual-aid partners' systems, when possible.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Information Management Systems (4 of 4)

Instructor Notes

Summarize this discussion by telling the group that there are many different information management systems on the market today. All have strengths and weakness. Suggest that when purchasing such systems the students should consider:

- Ease of deployment: If the system is rarely used, it must be extremely simple.
- Interoperability: Ideally, emergency systems should be the same or linked to the non-emergency system that the jurisdiction uses. When possible, the systems also should interface effectively with other jurisdictions' systems to allow data sharing during planning and deployment.



Visual 2.29

Resource Management Protocols

- Develop during the emergency planning process.
- Document in the Resource Annex of the EOP.
- Include procedures used to:
 - Request resources.
 - Prioritize resource requests.
 - Activate and dispatch resources.
 - Demobilize resources.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Management Protocols

Instructor Notes

Introduce this topic by telling the students that resource management protocols should be developed during the emergency planning process and documented in the Resource Annex of the EOP. Protocols should include procedures for:

- Requesting resources.
- Prioritizing resource requests.
- Activating and dispatching resources to incidents.
- Demobilizing resources and returning them to normal status.

Explain that virtually all jurisdictions have some sort of protocol that allows the dispatching organization to activate and dispatch resources to incidents. Under normal conditions, incidents can be adequately supplied using a "first come, first served" priority system. However, it is also important that a mechanism be developed that prioritizes calls under emergency conditions. For example, a noninjury accident that under normal conditions would receive both a police and precautionary medical response might only receive a police response or no public safety response at all during a major emergency.

Emphasize that it is also important to recognize that under normal conditions, the dispatch center provides a variety of logistical and coordination services to Incident Commanders in the field. These services may range from requesting equipment and supplies to passing messages to home offices, etc. During a disaster, it may not be possible for the dispatch center to provide these additional services and continue to perform its function as a dispatch center.

Note: Strategies for providing large-incident support will be discussed later in this course.



Visual 2.30

Resource Management and NIMS

- NIMS includes procedures, methods, and functions to help jurisdictions implement their resource management systems.
- NIMS processes reflect:
 - Functional considerations.
 - Geographic factors.
 - Validated practices within and across disciplines.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Management and NIMS

Instructor Notes

Tell the students that NIMS includes standardized procedures, methods, and functions to help jurisdictions apply the resource management concepts and principles when implementing their resource management systems.

Explain that the NIMS processes reflect functional considerations, geographic factors, and validated practices within and across disciplines and are continually adjusted as new lessons are learned. The basic foundation for resource management provided in this unit will be expanded and refined over time in a collaborative, cross-jurisdictional, and cross-disciplinary effort led by the NIMS Integration Center.



Visual 2.31

Resource Kinds and Types

To ensure that responders get the right personnel and equipment, ICS resources are categorized by:

- **Kinds of Resources:** Describe what the resource is (for example: medic, firefighter, Planning Section Chief, helicopter, ambulance, combustible gas indicator, bulldozer).
- **Types of Resources:** Describe the size, capability, and staffing qualifications of a specific kind of resource.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Kinds and Types

Instructor Notes

Explain that resource kinds describe what the resource is. Resource kinds may be factored into subcategories—or types—to define more precisely the size, capability, and staffing qualifications of a specific kind of resource. Resource typing entails categorizing, by capability, the resources that incident managers commonly request, deploy, and use on incidents. Measurable standards identifying the capabilities and performance levels of resources serve as the basis for each category.

Point out that resource typing is designed to facilitate frequent use and accuracy in obtaining needed resources.

To allow resources to be deployed and used on a national basis, the NIMS Integration Center is responsible for defining national resource typing standards.

Ask if anyone has any questions before continuing.



Visual 2.32

Nine Processes for Managing Resources

- Certifying and credentialing personnel
- Inventorying resources
- Identifying resource requirements
- Ordering and acquiring resources
- Mobilizing resources
- Tracking and reporting resources
- Demobilization
- Recovering resources
- Reimbursement



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Nine Processes for Managing Resources

Instructor Notes

Introduce this topic by telling the students that NIMS uses nine processes for managing resources:

- Certifying and credentialing personnel
- Inventorying resources
- Identifying resource requirements
- Ordering and acquiring resources
- Mobilizing resources
- Tracking and reporting resources
- Demobilization
- Recovering resources
- Reimbursement



Visual 2.33

Certifying and Credentialing Personnel

Certifying. Attesting that individuals meet professional standards for:

- Training.
- Experience.
- Performance.

Credentialing. Providing documentation to verify the certification and identity of:

- Designated incident management staff.
- Emergency responders.



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Unit 2:
Concepts and Principles of Resource Management

Visual Description: Certifying and Credentialing Personnel

Instructor Notes

Tell the group that NIMS requires national standards for the certification and credentialing of emergency response personnel.

Certification entails authoritatively attesting that individuals meet professional standards for the training, experience, and performance required for key incident management functions.

Credentialing involves providing documentation that can authenticate and verify the certification and identity of designated incident management staff and emergency responders.



Visual 2.34

NIMS Standards

- Standards help ensure that personnel meet minimum knowledge, skill, and experience requirements.
- Standards include minimum levels for:
 - Training.
 - Experience.
 - Credentialing.
 - Currency.
 - Physical and medical fitness.



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Unit 2:
Concepts and Principles of Resource Management

Visual Description: NIMS Standards

Instructor Notes

Continue this topic by telling the students that standards developed by the NIMS Integration Center will help ensure that participating agencies' and organizations' field personnel possess the minimum knowledge, skills, and experience necessary to execute incident management and emergency response activities safely and effectively. The standards include minimum levels for:

- Training.
- Experience.
- Credentialing.
- Currency.
- Physical and medical fitness.

Tell the group that personnel who may be assigned to incidents that require support beyond the scope of the State's EMAC agreements will be required to meet national qualification and certification standards. Federal, State, local, and tribal certifying agencies; professional organizations; and private organizations should credential personnel for their respective jurisdictions.



Visual 2.35

Inventorying Resources

Inventory systems are used to:

- Assess the availability of assets from all sources.
- Share resource status with a wide range of entities.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Inventorying Resources

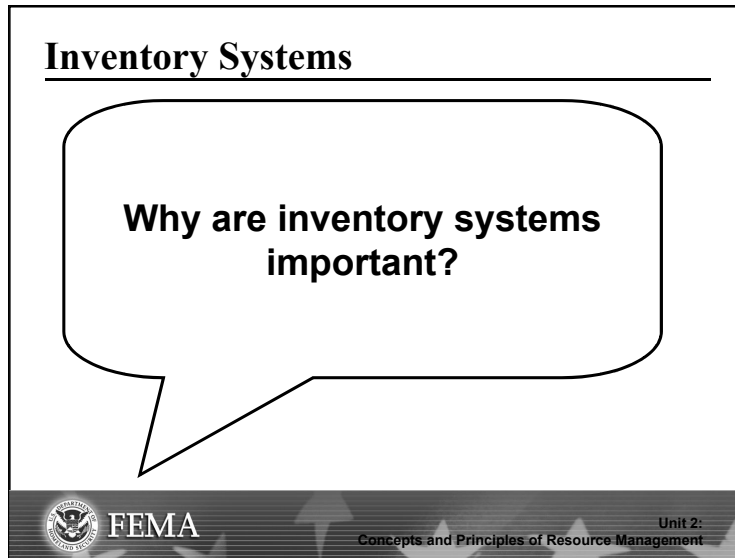
Instructor Notes

Tell the students that resource managers use various resource inventory systems to assess the availability of assets provided by public, private, and volunteer organizations. Inventory managers enter all resources available for deployment into resource tracking systems maintained at local, State, regional, and Federal levels. The data are then made available to dispatch centers, EOCs, and multiagency coordination entities. Because inventory data are shared among so many entities, inventory system interoperability is a major concern.

Emphasize to the students that the key is not managing how many resources there are out there—it's knowing where the resources are and who to contact about getting them.



Visual 2.36



Visual Description: Inventory Systems

Instructor Notes

Ask the group:

Why are inventory systems important?

Allow the group time to respond. Display the next visual to summarize the discussion.



Visual 2.37

Why Use an Inventory System?

Systems help resource managers analyze:

- The urgency of the need.
- Whether sufficient quantities are on hand.
- Whether sufficient quantities can be obtained in time to meet the demand.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Why Use an Inventory System?

Instructor Notes

Explain that a key aspect of the inventorying process is determining whether or not the primary-use organization needs to warehouse items prior to an incident. Resource managers make this decision by considering:

- The urgency of the need.
- Whether there are sufficient quantities of required items on hand.
- Whether they can be produced or otherwise obtained quickly enough to meet demand.

Explain that an inventory system can also help establish consumption rates for expendable supplies (how much is used per day). Knowing consumption rates can assist in forward projecting resource requirements for the next 24, 48, and 72 hours. Additionally, an inventory system can provide historical data that can be referenced back to during future events.

Another important part of the process is managing inventories with shelf-life or special maintenance considerations. Resource managers must build sufficient funding into their budgets for:

- Periodic replenishments.
- Preventive maintenance.
- "Surge" stocking.
- Capital improvements.



Visual 2.38

Role of Resource Managers (1 of 2)

Identify, refine, and validate resource requirements throughout an incident by determining:

- What and how much is needed.
- Where and when it is needed.
- Who will be receiving or using it.
- How long it will be needed.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Role of Resource Managers (1 of 2)

Instructor Notes

Introduce this topic by telling the students that resource managers identify, refine, and validate resource requirements throughout the incident life cycle. This process involves accurately identifying:

- What and how much of each resource is needed.
- Where and when it is needed.
- Who will be receiving or using it and for how long.



Visual 2.39

Role of Resource Managers (2 of 2)

- Identify and analyze:
 - Supplies.
 - Equipment.
 - Facilities.
 - Incident management personnel/response teams.
- Provide technical advice to requestors.



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Unit 2:
Concepts and Principles of Resource Management

Visual Description: Role of Resource Managers (2 of 2)

Instructor Notes

Explain that resource managers must identify and analyze:

- Supplies.
- Equipment.
- Facilities.
- Incident management personnel and/or response teams.

Point out that if a requestor is unable to describe an item by resource type or classification system, resource managers provide technical advice to enable the requirements to be defined and translated into a request for an appropriate resource.

Because resource availability and requirements will constantly change as the incident evolves, all participating entities must coordinate closely in this process. Coordination begins at the earliest possible point in the incident life cycle.



Visual 2.40

Resource Mobilization—Personnel (1 of 2)

- Personnel mobilize when notified through established channels.
- Personnel should be provided all key information at the time of mobilization.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Mobilization—Personnel (1 of 2)

Instructor Notes

Introduce this topic by telling the group that incident personnel begin mobilizing when notified through established channels. At the time of notification, they are given the:

- Date, time, and place of departure.
- Mode of transportation to the incident.
- Estimated date and time of arrival.
- Reporting location (address, contact name, and phone number).
- Anticipated incident assignment.
- Anticipated duration of deployment.
- Resource order (request or mission).
- Incident number.
- Applicable cost and funding codes.



Visual 2.41

Resource Mobilization—Personnel (2 of 2)

Mobilization should include:

- Equipping, training, and/or inoculating personnel.
- Preparing and briefing personnel so that they can be held accountable for their actions.
- Activating mobilization centers for logistical support.
- Obtaining needed transportation.
- Ensuring that mobilization takes place in line with priorities and budgets.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Mobilization—Personnel (2 of 2)

Instructor Notes

Stress that the resource tracking and mobilization processes are directly linked. When resources arrive on scene, they must formally check in. This starts the on-scene in-processing and validates the order requirements. Notification that the resource has arrived is sent back through the system.

EOCs and Incident Management Teams (IMTs) take direction from standard interagency mobilization guidelines at the Federal, regional, State, local, and tribal levels. For resource managers, the mobilization process should include:

- Equipping, providing orientation or other "surge" training, and/or inoculating personnel.
- Preparing and briefing personnel so that they can be held accountable for their actions.
- Activating mobilization centers that have facilities suitable for logistical support.
- Obtaining transportation to deliver resources to the incident.
- Ensuring that mobilization takes place in line with priorities and budgets.

Managers should plan and prepare for the demobilization process well in advance of actual demobilization, often at the same time they begin the mobilization process. Early planning for demobilization facilitates accountability and makes transportation of resources as efficient, low cost, and fast as possible.



Visual 2.42

Resource Tracking (1 of 2)

Resource tracking should be:

- Standardized.
- Integrated.
- Continuous.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Tracking (1 of 2)

Instructor Notes

Point out that resource tracking is a standardized, integrated process conducted throughout the life cycle of an incident by all agencies at all levels. This process:

- Provides a clear picture of where resources are located.
- Helps staff prepare to receive resources.
- Protects the safety of personnel and security of supplies and equipment.
- Facilitates coordination and movement of personnel, equipment, and supplies.



Visual 2.43

Resource Tracking (2 of 2)

Resource managers:

- Track resources continuously from mobilization through demobilization.
- Follow required procedures for acquiring and managing resources.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Tracking (2 of 2)

Instructor Notes

Tell the group that resource managers use established procedures to track resources continuously from mobilization through demobilization. Ideally, these managers would display this real-time information in a centralized database accessible to all NIMS partners, allowing total visibility of assets.

There are a number of computerized systems, including the Resource Order and Status System (ROSS) and WebEOC, that can assist in this effort. Other, "low-tech" systems include manual systems such as standard resource order forms and "t" card systems. Managers follow all required procedures for acquiring and managing resources, including reconciliation, accounting, auditing, and inventorying.



Visual 2.44

Resource Recovery (1 of 3)

- Involves final disposition of all resources.
- During recovery, resources are:
 - Rehabilitated.
 - Replenished.
 - Repositioned or disposed of properly.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Recovery (1 of 3)

Instructor Notes

Tell the students that recovery involves the final disposition of all resources. During this process, resources are rehabilitated, replenished, and repositioned if possible, or disposed of properly if not.



Visual 2.45

Resource Recovery (2 of 3)

All resources must be accounted for:

- At the incident site.
- When they are returned to the issuing unit.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Recovery (2 of 3)

Instructor Notes

Continue by telling the students that all resources must be fully accounted for at the incident site and again when they are returned to the unit that issued them. The issuing unit then restores its resources to fully functional capability and readies them for the next mobilization.

Nonexpendable resources are those intended for reuse. Nonexpendable resources may include such items as vehicles and heavy equipment, radios and other communications equipment, and human resources. Nonexpendable items that are broken and/or lost should be replaced through the Supply Unit, by the organization with invoicing responsibility for the incident, or as defined in pre-incident agreements. Human resources, such as IMTs, require adequate rest and recuperation time before being mobilized again.

Expendable resources include equipment and supplies that are intended for a single use, such as surgical gloves, fire suppression foam, disposable clothing, etc. Expendable resources must also be fully accounted for and restocked as necessary. Restocking normally occurs at the point from which a resource was issued. The planning process should identify who bears the cost for restocking expendable resources.



Visual 2.46

Resource Recovery (3 of 3)

- Resources that are not in restorable condition must be declared as excess.
- Resources that require special handling and disposition must be dealt with according to established regulations and policies.



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Unit 2:
Concepts and Principles of Resource Management

Visual Description: Resource Recovery (3 of 3)

Instructor Notes

Tell the group that returned resources that are not in restorable condition—whether expendable or nonexpendable—must be declared excess according to established regulations and policies of the controlling entity. Waste management is of special importance in the process of recovering resources. Resources that require special handling and disposition (e.g., biological waste and contaminated supplies, debris, and equipment) must be dealt with according to established regulations and policies.



Visual 2.47

Reimbursement

Reimbursement:

- Provides a mechanism to fund critical needs that arise from an incident.
- Plays an important role in establishing and maintaining resource readiness.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Reimbursement

Instructor Notes

Tell the students that reimbursement provides a mechanism to fund critical needs that arise from incident-specific activities. Reimbursement processes also play an important role in establishing and maintaining the readiness of resources.

Processes and procedures must be in place to ensure that resource providers are reimbursed in a timely manner. These will include mechanisms for:

- Collecting bills.
- Validating costs against the scope of the work.
- Ensuring that proper authorities are involved.
- Accessing reimbursement programs, such as the Public Assistance Program.



Visual 2.48

Activity: Assessing Resource Management Readiness

1. Review the Resource Management Annex to your jurisdiction's EOP.
2. Complete the checklist to assess your jurisdiction's resource management capability.
3. Be prepared to discuss your assessment with the class.



You have 15 minutes to complete this activity.



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Activity: Assessing Resource Management Readiness

Instructor Notes

Follow the steps below to complete this activity:

1. Direct the students to the activity on page 2-48 in the Student Manual.
2. Ask the students to review the Resource Management Annex in their EOPs as they complete the checklist. The students may work individually or in small groups according to jurisdiction. (**Note:** If students have not brought their Annexes, hand out copies of the sample Annex in Appendix A to use for this activity.)
3. Tell the students that they will have 15 minutes to complete the activity.
4. At the end of the time period, facilitate a group discussion about their jurisdictions' strengths and areas that need improvement in each resource management phase.
5. Ask if anyone has any questions before continuing.



Activity: Assessing Resource Management Readiness

Student Manual
Page 2-50

Resource Management Assessment

Instructions: Review your jurisdiction's Resource Management Annex and/or agency policies as you complete the worksheet below. Be prepared to discuss your responses to the worksheet with the class. You have 15 minutes to complete this activity.

Resource Management Process	Yes	No	Unclear
Activation			
▪ Does the Resource Management Annex state <u>who</u> is authorized to activate the resource management system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does the Resource Management Annex state <u>how</u> the resource management system will be activated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does the Resource Management Annex state the <u>conditions</u> under which the resource management system can be activated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Can system activation be implemented easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Is the system supported by dependable communications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial Dispatch			
▪ Is it clear who has authority for dispatching initial responders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are protocols in place that specify when mutual-aid resources may be requested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are protocols in place that specify who has authority to request mutual-aid resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are protocols in place to identify and credential:			
▪ Personnel who have been dispatched (rather than self-dispatched)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Requested mutual-aid resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Contract or commercial resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Nonuniformed staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**Activity: Assessing Resource Management Readiness
(Continued)**
**Student Manual
Page 2-51**
Resource Management Assessment (Continued)

Resource Management Process	Yes	No	Unclear
Incident Transitions			
▪ Does your jurisdiction require the use of ICS for managing all incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Has your jurisdiction developed formal delegations of authority for Incident Commanders and other key personnel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction use ICS forms as part of its planning process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction use a formal incident planning process and written incident action plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Ordering			
▪ Does your jurisdiction specify <u>who</u> can order resources with Logistics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify who must approve resource requests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify guidelines for emergency purchasing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify the conditions under which ordering authorities transfer to a higher (or lower) organizational level (e.g., from dispatch to the EOP)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex assign authorities and responsibilities for executing contracts with outside vendors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction require that all resource orders be made using standard forms that include all essential elements of information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**Activity: Assessing Resource Management Readiness
(Continued)**
**Student Manual
Page 2-52**
Resource Management Assessment (Continued)

Resource Management Process	Yes	No	Unclear
Check-In/Resource Tracking			
▪ Does your jurisdiction require a formal check-in process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do personnel receive information about where and how to check in at the time of dispatch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex provide for tracking resource orders, including resource orders placed from the EOC or other MAC entity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your Resource Management Annex specify <u>who</u> has responsibility for tracking resources after arrival and <u>how</u> resources are tracked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction have a backup tracking system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demobilization			
▪ Does your jurisdiction develop written demobilization plans for large and/or complex incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction require that personnel be rested (when necessary) and receive debriefings, medical evaluations, etc., before release?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction have procedures for replenishing expendable resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Does your jurisdiction require post-incident maintenance on equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Visual 2.49

Summary and Transition

- Concepts and principles of resource management
- Based on NIMS
- Establish a context for this course



Unit 2:
Concepts and Principles of Resource Management

Visual Description: Summary and Transition

Instructor Notes

Summarize this unit by reminding the group that the unit covered the concepts and principles for effective resource management. Explain that the concepts and principles are established in the National Incident Management System, or NIMS, and that they establish a context for the remainder of this course.

Transition to the next unit by telling the group that Unit 3 will cover the resource management-related tasks that all jurisdictions should undertake before an incident occurs.

Ask if anyone has any questions before continuing.

Notes:

Unit 3: Getting Ready

Objectives

At the end of this unit, the students should be able to:

- Describe the relationship between the hazard analysis and resource management.
 - Explain how using information from the hazard analysis can help resource managers prepare for incidents.
-

Scope

- Introduction and Unit Overview
 - Unit Objectives
 - Hazard Analysis and Resource Management
 - Using Hazard Analysis Data for Resource Management
 - Resource Management Planning Model
 - Step 1: Identify Associated Risks and Consequences
 - Step 2: Identify Probable Resource Needs
 - Step 3: Identify Potential Sources
 - Step 4: Confirm Activation and Procurement Procedures
 - Step 5: Request and Perform a Legal Review
 - Step 6: Develop and Maintain a Resource Catalog
 - Activity: Determining the Resource Requirements To Manage a Hazard
 - Planning for Interorganizational Issues
 - Interoperability
 - Activity: Interoperability Issues
 - Making Sure Everything Works
 - Training
 - Discussion-Based Exercises
 - Operations-Based Exercises
 - Summary and Transition
-

Methodology

After introducing the unit objectives, the Instructor will begin this unit with a brief review of the information gained from hazard analyses. Then, he or she will explain how hazard analysis data can be used to determine the types of resources that may be required to respond to an incident involving each high-risk hazard. The Instructor will introduce a six-step model for using hazard analysis data to identify probable resource needs and gather all of the information required to acquire identified resources (including a legal review), and develop a comprehensive resource catalog. At the end of this topic, the students will complete an activity in which they select a high-risk hazard for their jurisdictions and use what they know about that hazard to plan probable resource needs and identify sources for the identified resources.

Next, the Instructor will briefly describe some of the key interorganizational issues that can interfere with effective resource management. At the end of this topic, the students will complete an activity in which they identify an interoperability issue and brainstorm several possible solutions to the issue. The Instructor will then briefly introduce interoperability issues and describe the steps that the NIMS Integration Center is taking to help resolve these issues, as well as steps that jurisdictions can take to help ensure interoperable equipment.

Finally, the Instructor will stress the need for training and a progressive exercise program to ensure that the Resource Annex works.

The Instructor will close the unit by summarizing the key learning points and transitioning to Unit 4.

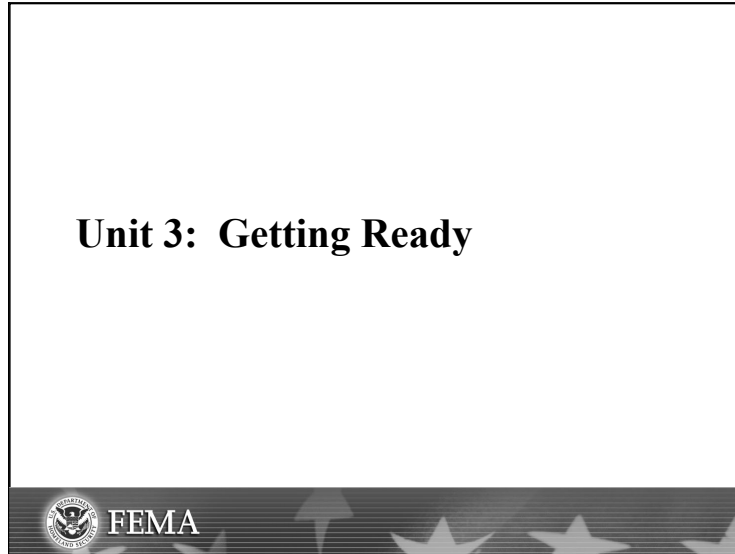
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Hazard Analysis and Resource Management	5 minutes
Using Hazard Analysis Data for Resource Management	5 minutes
Resource Management Planning Model	35 minutes
Activity: Determining the Resource Requirements To Manage a Hazard	40 minutes
Planning for Interorganizational Issues	5 minutes
Interoperability	10 minutes
Activity: Interoperability Issues	30 minutes
Making Sure Everything Works	10 minutes
Summary and Transition	5 minutes
Total Time	2 hours 30 minutes



Visual 3.1



Visual Description: Unit 3: Getting Ready

Instructor Notes

Introduce this unit by telling the students that any jurisdiction's or agency's emergency management activities should be based on a thorough and realistic hazard analysis, which is documented in its Emergency Operations Plan (EOP). Explain that this unit will cover the relationship between the jurisdiction's hazard analysis and resource management planning, with a focus on using hazard analysis information to help plan resource needs.



Visual 3.2

Unit 3 Objectives

- Describe the relationship between the hazard analysis and resource management.
- Explain how using information from the hazard analysis can help resource managers prepare for incidents.



Unit 3:
Getting Ready

Visual Description: Unit 3 Objectives

Instructor Notes

At the end of this unit, the students should be able to:

- Describe the relationship between the hazard analysis and resource management.
- Explain how using information from the hazard analysis can help resource managers prepare for incidents.

Ask if anyone has any questions about what will be covered in this unit.



Visual 3.3

Hazard Analysis (1 of 2)

- Identify what might happen.
- Quantify the likelihood of occurrence.
- Assess how bad things might get.
- Assess how many people might be injured or killed.
- Assess how much damage is likely.



Unit 3:
Getting Ready

Visual Description: Hazard Analysis (1 of 2)

Instructor Notes

Introduce this topic by telling the students that a number of methodologies can be used for hazard analysis, but that all methodologies should:

- Identify possible kinds of disasters and their related risks or consequences (what might happen?).
- Quantify the likelihood of an occurrence of any given disaster (how likely is it to happen?).
- Assess the most likely magnitude of any given disaster (how bad is it likely to be?).
- Assess the percentage of the population that is at risk from any given disaster (how many people might be injured or killed?).
- Assess the severity of impact or likely consequences of any given disaster (how much damage is there likely to be?).



Visual 3.4

Hazard Analysis (2 of 2)

- Provide a composite picture of:
 - The most likely types of disasters.
 - Their impact on the population.
 - Their likelihood of occurrence.
- Provide the foundation for decisionmaking.



Unit 3:
Getting Ready

Visual Description: Hazard Analysis (2 of 2)

Instructor Notes

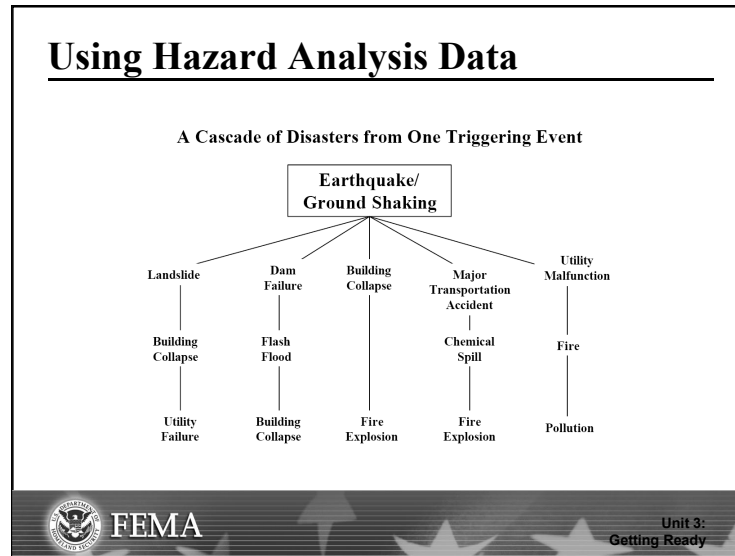
Continue by telling the students that the hazard analysis will result in a picture of:

- The most likely disasters.
- Their potential impact on the population.
- Their likelihood of occurrence.

The jurisdiction's hazard analysis will provide the foundation for a range of decisionmaking—from policy decisions related to mitigation and preparedness measures, to practical measures, such as what kinds of supplies to warehouse and where to store them.



Visual 3.5



Visual Description: Using Hazard Analysis Data

Instructor Notes

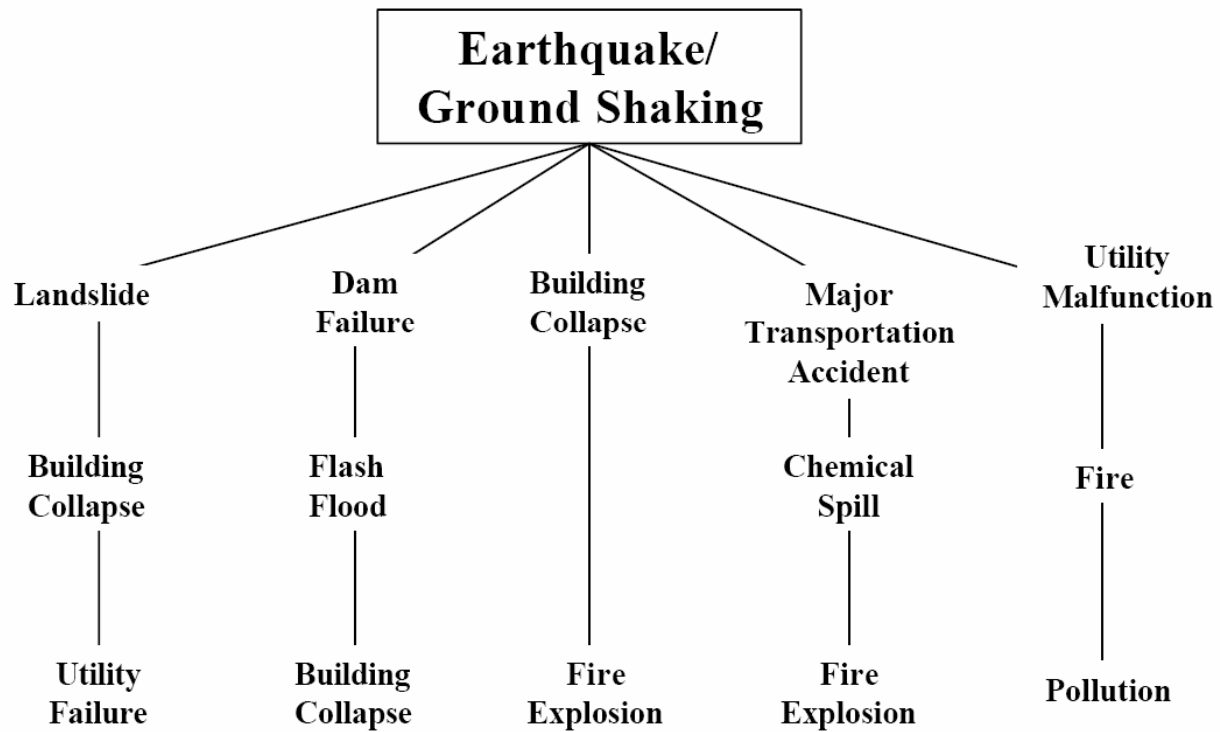
A critical factor in preparedness for resource mobilization and distribution is an understanding of how the hazards that are likely to occur in the community will affect response operations. The hazard/vulnerability analysis is essential for establishing the likelihood of occurrence of certain hazards in the community. It is usually included as part of the local EOP.

Hazards are defined as conditions or situations that have the potential for causing harm to people or property. Hazards do not occur alone; rather, each hazard causes a cascading effect in which other events emanating from the first hazard can also become hazards.

In the diagram on the slide, you can see the cascading effect of an earthquake. The events that result from the earthquake can escalate into a demand for resources. Each hazard will precipitate some predictable resource needs as well as other needs, which may be unique to the situation.

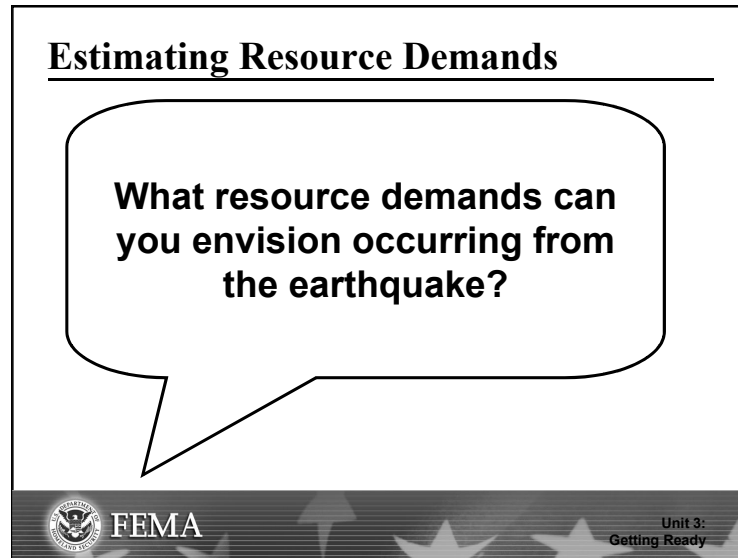
Because preparedness factors overlap for varying types of emergencies, being fully alert to one type of emergency increases a community's level of readiness for all types of emergencies (i.e., all-hazard preparedness). Applying all-hazard preparedness at the local level greatly expands the meaning and purpose of emergency management in the community; in fact, it enhances a community's preparedness to manage any type of emergency.

A Cascade of Disasters from One Triggering Event





Visual 3.6



Visual Description: Estimating Resource Demands

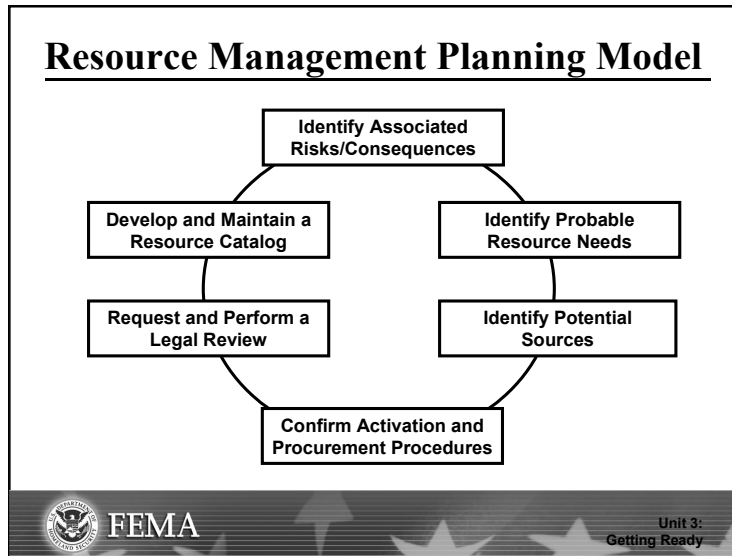
Instructor Notes

Ask the students what resource demands they can envision occurring from the earthquake. Record their responses on easel and paper.

Spend no more than 2 to 3 minutes on this exercise. It is just a warmup activity for a longer exercise later in this unit.



Visual 3.7



Visual Description: Resource Management Planning Model

Instructor Notes

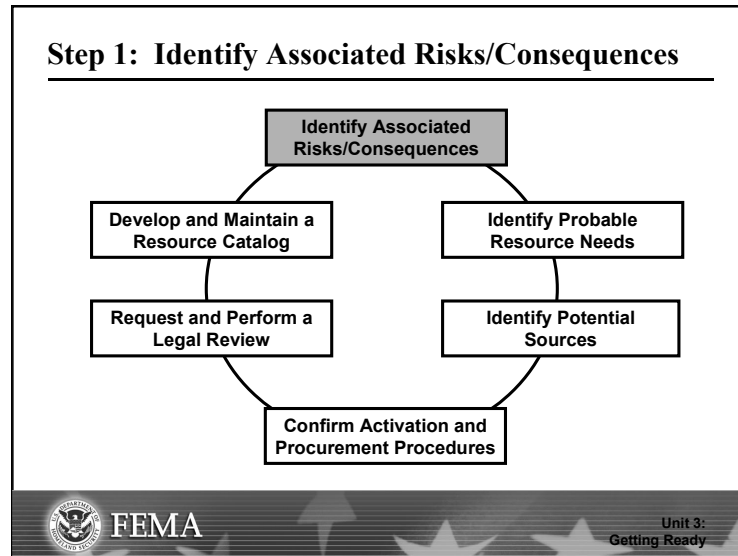
Tell the group that the recommended model for resource management planning divides the process into six steps:

1. Identify associated risks and consequences.
2. Identify probable resource needs.
3. Identify potential sources.
4. Confirm activation and procurement procedures.
5. Request and perform a legal review.
6. Develop and maintain a resource catalog.

Each step in the model will be covered in this unit.



Visual 3.8



Visual Description: Step 1: Identify Associated Risks and Consequences

Instructor Notes

Tell the group that one of the first activities that should be accomplished when determining resource needs is to consider thoroughly the related risks and consequences of a specific disaster scenario. Most disasters spawn a variety of cascading events or related emergencies.

For example, an earthquake may cause:

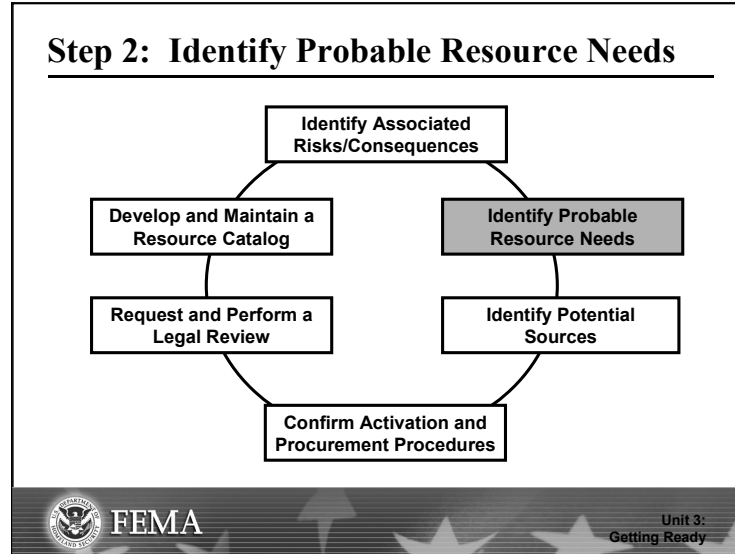
- Building and bridge collapses.
- Hazardous materials spills.
- Utility outages.

A thorough analysis of the risks and associated consequences will provide the baseline information needed for resource management planning.

Emphasize to the students that the hazard not only drives the kind/type of resources needed, but may present unique challenges to resource procurement. For example, earthquakes may damage roads, bridges, airports, and other infrastructure close to the disaster area, making resource delivery difficult. Hazmat incidents may present delivery issues because of limited approach routes, and decontamination issues as resources are demobilized and returned to service. Chemical and biological incidents may present shelf-life and refrigeration issues.



Visual 3.9



Visual Description: Step 2: Identify Probable Resource Needs

Instructor Notes

Tell the students that the next step is to identify the probable resource requirements for managing each high-risk hazard, and its associated risks and consequences. Note that some resources will be specific to only one risk or consequence; others may be needed by all.

For example, following a hurricane, urban search and rescue resources would likely be needed only for building collapses, but resources associated with traffic control would be needed to assist with debris removal, security, and damage to bridges and roads.

Suggest that the students review case histories or interview managers of similar disasters when researching infrequent or unfamiliar disasters. Emphasize that, sometimes, needed resources are not immediately apparent.

For example, incident managers in Oklahoma City had not considered the need to dispose of large quantities of biohazardous waste prior to the bombing of the Alfred P. Murrah Building. Another frequently overlooked or underestimated category is the needs associated with ethnic groupings, such as special dietary requirements or separate shelters.



Visual 3.10

General Resource Groupings

- Personnel
- Facilities
- Equipment
- Vehicles
- Teams
- Aircraft
- Supplies



Unit 3:
Getting Ready

Visual Description: General Resource Groupings

Instructor Notes

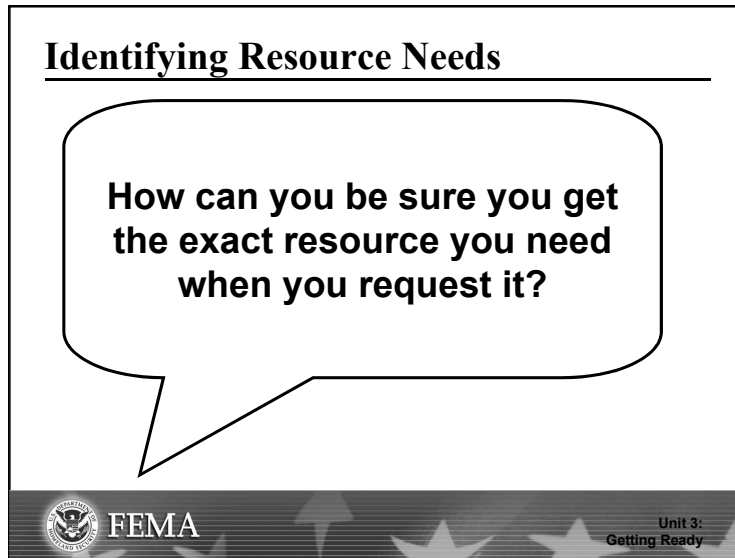
Continue this topic by telling the students that the resources they will identify fall into seven general groupings:

- Personnel: Includes ICS “overhead” or management staff, technical specialists, EOC staff, etc.
- Facilities: Includes office space, shelters, warehouses, etc.
- Equipment (with or without the personnel needed to operate it): For example, dump trucks may be requested with or without operators. Fire engines are usually requested with firefighters.
- Vehicles: Includes automobiles, buses, etc.
- Teams: Groups of specially trained and equipped personnel, including needed equipment and supplies.
- Aircraft: Includes surveillance platforms, medevac, or cargo configuration.
- Supplies: Supplies are the largest and most difficult category to define. It is impossible to develop and maintain complete lists. A more efficient way to plan is to develop and maintain a current list of supplies with comprehensive inventories.

Tell the students that they may find it useful to use these groupings to focus their resource brainstorming activities, or they may wish to group resources after they have compiled a complete list.



Visual 3.11



Visual Description: Identifying Resource Needs

Instructor Notes

Ask the group:

How can you be sure you get the exact resource you need when you request it?

Allow the group time to respond. If necessary, remind the group that most emergency resources come in a variety of configurations, capacities, etc. Display the next visual as you expand on this discussion.



Visual 3.12

NIMS National Typing Effort

- **Category**. The function for which a resource would be most useful
- **Kind**. Broad classes that characterize like resources (teams, personnel, equipment, etc.)
- **Components**. Critical parts or pieces that are included within a resource

Unit 3:
Getting Ready

Visual Description: NIMS National Typing Effort

Instructor Notes

Tell the group that thinking ahead about the appropriate configuration and capabilities of emergency resources can ensure that incidents receive the right resources for the job during an emergency. Point out that the NIMS Integration Center is directing a national resource typing effort to standardize resource characteristics.

Explain that in the national resource typing protocol, resources are organized by:

- **Category**: A category is the function for which a resource would be most useful (e.g., public works and engineering or firefighting).
- **Kind**: Kind refers to the broad classes that characterize like resources, such as teams, personnel, equipment, vehicles, aircraft, and supplies.
- **Components**: A resource may be comprised of several components. For example, the components of an urban search and rescue task force include:
 - Search team.
 - Medical team.
 - Heavy rescue team.
 - Logistics and management.



Visual 3.13

National Resource Typing Protocol

- **Metrics.** Measurable standards that help describe resource capabilities
- **Type.** A description of the level of resource capability
- **Additional Information.** Information that is useful in making a decision to request a resource (e.g., limitations, required authorizations, etc.)

Unit 3:
Getting Ready

Visual Description: National Resource Typing Protocol

Instructor Notes

Continue telling the students how resources are organized in the national resource typing protocol.

- **Metrics:** Metrics are measurable standards that are useful in describing a resource's capability. Metrics vary depending on the kind of resource being measured. For example, a metric associated with a dump truck is how many tons the bed can hold.
- **Type:** Type refers to the level of resource capability. Assigning the Type 1 label to a resource implies that it has a level of capability greater than that of a Type 2 resource of the same kind.

Point out that typing provides managers with additional information to aid in the selection and best use of resources.

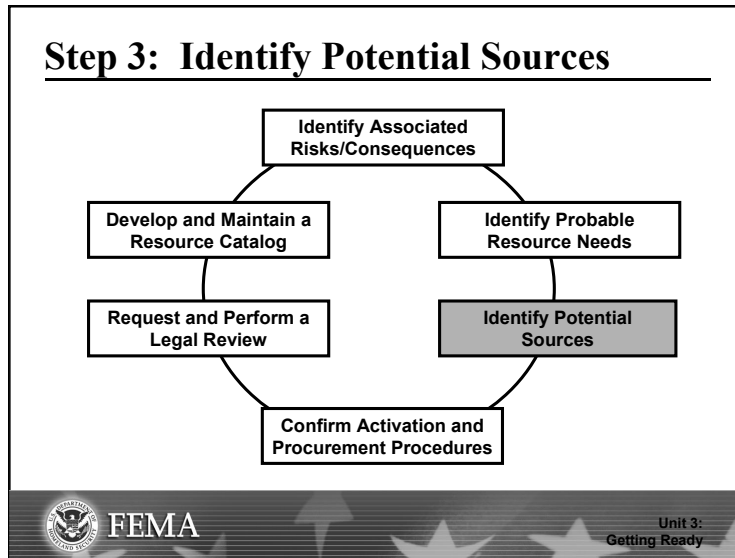
- **Additional information:** Additional information might include limitations, required authorizations, and applicable legislation or legal ramifications that affect activation or utilization of the resources.

Emphasize that organizing resources according to the national resource typing protocol makes the resource ordering and dispatch processes within jurisdictions, across jurisdictions, and between governmental and nongovernmental entities more efficient.

Stress that the NIMS resources typing effort is ongoing. Suggest that the students check the NIMS Integration Center (NIC) resource management page at:
http://www.fema.gov/emergency/nims/mutual_aid.shtm



Visual 3.14



Visual Description: Step 3: Identify Potential Sources

Instructor Notes

Tell the students that resources can come from a variety of sources, including:

- Within their agencies or jurisdictions.
- Mutual aid.
- Other levels of government.
- Volunteer organizations.
- Commercial sources.
- Donations.



Visual 3.15

In-House Sourcing

- What kinds and types of resources are already owned by your agency?
- Are they suitable for emergency use?
- What kinds of supplies does your agency usually warehouse?
- What training and experience do your agency's personnel have?

Unit 3:
Getting Ready

Visual Description: In-House Sourcing

Instructor Notes

Tell the group that they should always consider in-house resources before looking outside. In-house resources typically:

- Are less expensive to use.
- Can be dispatched easier and more quickly.

Point out that during a disaster, each level of government is expected to exhaust its own resources before approaching the next level of government for assistance. Suggest that the students consider the following questions when determining whether to go outside their agencies or jurisdictions for a specific resource:

- What kinds and types of resources are already owned by my agency?
- Are they suitable for use in emergencies?
- What kinds of supplies does my agency usually warehouse?
- What training and experience does my agency's personnel have?

If the students don't know the answers to these questions, suggest that they conduct a resource survey of their agencies as part of the planning process.



Visual 3.16

Mutual Aid

- Adjacent jurisdictions or agencies that share the same mission
- The next level of government
- NGOs with similar missions and resource needs



Unit 3:
Getting Ready

Visual Description: Mutual Aid

Instructor Notes

Tell the students that if their agency or jurisdiction does not have a specific resource, the next place to look is usually their mutual-aid partners.

- For governmental entities, mutual-aid resources can include adjacent jurisdictions or agencies that share the same mission, or the next level of government.
- For nongovernmental entities, mutual aid can also include organizations with similar missions and resource needs.
- In the private sector, sources of mutual aid can include businesses that use the same kinds of resources.

Remind the group that mutual-aid agreements or EMACs (at the State level) should be developed during the planning process.

Note: Mutual-aid agreements will be covered in more depth in Unit 4.



Visual 3.17

Other Levels of Government

- Availability is not guaranteed.
- May have co-pay or other requirements.
- May not be available for 72 hours or longer.
- Must follow established request procedures.



Unit 3:
Getting Ready

Visual Description: Other Levels of Government

Instructor Notes

Tell the students that public-sector emergency managers should have a good idea of:

- Resources available at all levels of government.
- Their capabilities and support needs.
- The response times for specific resources or resources from specific sources.

Remind the group that availability of a resource is not guaranteed. For example, members of the National Guard and military reserve units may not be available as disaster resources if they have been deployed elsewhere.

Point out that there may be co-pay or other requirements associated with needed resources.

Tell the group that a good rule of thumb is to assume that resources outside the disaster area (e.g., State and Federal resources) will take up to 72 hours to arrive.

Emphasize that all resource requests to other levels of government must follow the established request procedures.



Visual 3.18

Volunteer Organizations

Determine during the planning process:

- What organizations are active in the area.
- The services they provide.
- How they can be accessed.

Whenever possible, include
representatives of voluntary
organizations on the planning team.



FEMA

Unit 3:
Getting Ready

Visual Description: Volunteer Organizations

Instructor Notes

Introduce this topic by telling the group that many volunteer nongovernmental organizations (NGOs) play major roles in emergency response. Commonly referred to as Volunteer Organizations Active in Disaster, or VOAD, the number and degree of formal organizations vary from State to State. The American Red Cross is the most high profile of the VOAD organizations, with its national, congressionally mandated mission to provide care to disaster victims.

Point out that knowing what volunteer agencies are active in their areas, what resources they can provide, and how to activate and incorporate these resources into the response is critical to resource planning. Suggest that the students include these organizations into their planning processes.

Note that some jurisdictions have VOAD Councils designed to coordinate with each other and with public-sector jurisdictions. These Councils can be extremely valuable, both in the planning and the activation processes, especially if resource requests can be forwarded to the Council for resolution, rather than having to "shop around" to individual members.



Visual 3.19

Benefits of Including Volunteer Organizations

- Avoids “spontaneous volunteer” organizations.
- Helps organize spontaneous volunteers to avoid:
 - Loss of accountability.
 - Potential safety issues.
 - Public relations problems.
 - Loss of confidence in the response organization.
- Allows organizations to do what they do best!

Unit 3:
Getting Ready

Visual Description: Benefits of Including Volunteer Organizations

Instructor Notes

Continue by telling the students that VOAD organizations offer many benefits to the responding jurisdiction. In fact, failure to include key VOAD organizations in their planning and exercises will result in duplication of effort and/or resource shortfalls. Some may show up as “spontaneous volunteer organizations” and will not check in with either the IC or EOC. This will result in:

- Failure to integrate VOAD resources into formal response, leading to loss of accountability.
- Potential safety issues.
- Public relations problems.
- Loss of confidence in the jurisdiction's ability to respond to a disaster.

Most importantly, VOAD members specialize in providing specific services during emergency situations. Involving VOAD organizations throughout the planning process and during a response allows them to do what they (as opposed to government agencies) do best.

Make sure agreements with volunteer organizations clearly spell out required training, experience, and equipment, as well as liability and employment relationship to the jurisdiction.



Visual 3.20

Commercial Sources

- Can provide resources that the jurisdiction does not have.
- Support the local economy.

Use standby contracts to guarantee resource availability and reduce cost.



FEMA

Unit 3:
Getting Ready

Visual Description: Commercial Sources

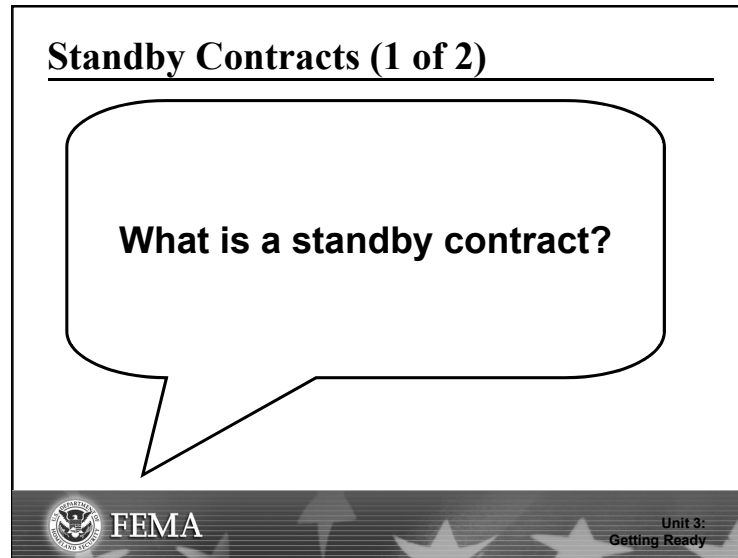
Instructor Notes

Suggest that the students also consider resources from commercial sources to fill some emergency needs. Many supplies are most easily and cost-effectively procured from local commercial sources—and the use of commercial sources can support the local economy, which is often critical in the wake of a disaster. Many jurisdictions depend heavily on local contractors for heavy equipment and operators, and it makes more sense to buy pens and pencils from a local supplier than to request them from FEMA.

Emphasize the need to identify all costs associated with locally procured resources. Some costs, such as fuel, operators, or standby time, may not be readily apparent in a price quote. Point out that many jurisdictions use standby contracts as a cost-effective way of getting the emergency resources they need from commercial sources.



Visual 3.21



Visual Description: Standby Contracts (1 of 2)

Instructor Notes

Ask the group:

What is a standby contract?

Allow the group time to respond. Summarize the responses by displaying the next visual.



Visual 3.22

Standby Contracts (2 of 2)

Standby contracts:

- Are negotiated before an emergency.
- Can be activated, if necessary, following an emergency.
- Guarantee delivery of a specified quantity and quality of resource.
- Guarantee delivery at the price in effect the day before the emergency occurred.

Unit 3:
Getting Ready

Visual Description: Standby Contracts (2 of 2)

Instructor Notes

If not mentioned by the group, explain that standby contracts offer several large benefits to jurisdictions using them because they:

- Are negotiated before an emergency occurs so that a contract does not have to be executed during a response.
- Can be activated, if necessary, by authorized personnel following an emergency.
- Guarantee delivery of a specified quantity and quality (e.g., kind and type) of resource and within a specified timeframe.
- Guarantee delivery at the price in effect on the day before the emergency occurred.

Point out that many jurisdictions have found standby contracts to be extremely useful and a cost-effective way of accessing supplies, equipment, and personnel during emergency situations.



Visual 3.23

Donations

Specify:

- What goods and services will be accepted.
- How goods must be packed and shipped.
- How and where goods will be received and distributed.
- The conditions under which goods and services will be accepted.

Cash is best!



Unit 3:
Getting Ready

Visual Description: Donations

Instructor Notes

Tell the students that during disasters, private-sector sources frequently wish to contribute goods and services free or at a reduced cost. However, it is also important to have a procedure in place that clearly defines and documents:

- What goods and services will be accepted. Specifying what goods and services are acceptable will reduce “closet cleaning” and the labor and other costs associated with disposing of unwanted goods.
- How goods must be packed and shipped and how and where they will be received and distributed. Emergency personnel do not have time to sort donated goods before warehousing or distributing them. And they cannot handle receipt of the often huge quantities of donated goods if they don’t know the goods are coming or when they will arrive. Specifying the conditions for packing, shipping, and receipt will help donations management personnel operate much more efficiently.
- The conditions under which goods and services are being offered. Note that it is not unusual for jurisdictions to be billed at a later date for resources that were offered “free” in the initial response to an emergency. Making certain that the conditions for donation are clear helps ensure that donors are recognized for being good neighbors and that there are no misunderstandings later.

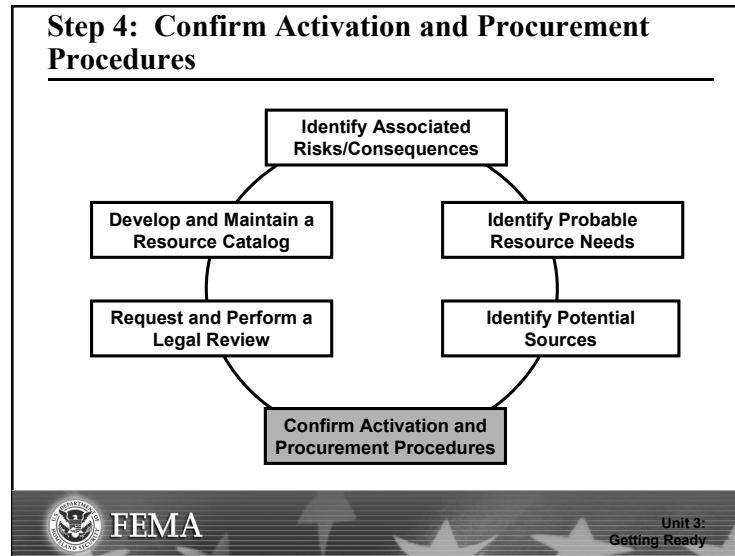
Point out that jurisdictions should develop and implement an effective Donations Management Annex to the EOP that structures receipt, warehousing, inventorying, distribution, and accounting for large-scale disasters.

Remind the group that cash is always the best donation, and suggest that they work with VOAD members and their Public Information Officers to get the word on donations to the public as soon as possible following a disaster.

Note: Unsolicited donations will be addressed later in this course.



Visual 3.24



Visual Description: Step 4: Confirm Activation and Procurement Procedures

Instructor Notes

Tell the group that just knowing who owns a resource is only half the battle. Additional questions need to be answered:

- How can that resource be obtained in the middle of the night, on a weekend, or when the owner/supervisor is out of town? Are 24-7 access phone numbers and addresses available? While many administrative rules work fine during routine circumstances, they may not serve the organization well during an emergency.
- Will the jurisdiction have to pay for this resource? If so, what is the rate? Are there additional costs associated with emergency use or after-hours activation? This is an area in which standby contracts can be extremely useful.
- Has purchasing authority been delegated to the appropriate personnel in sufficient amounts to meet emergency needs? Most jurisdictions limit purchasing authority to specific people and specific limits. Again, while administrative rules addressing financial issues may work fine during routine operations, they may not serve the organization well in an after-hours emergency. Stories abound of responders forced to purchase supplies with personal credit cards because official fiscal support was not available.
- What emergency declarations or legal frameworks must be activated or invoked? Suggest that the students consult with their legal offices to determine requirements in their States.

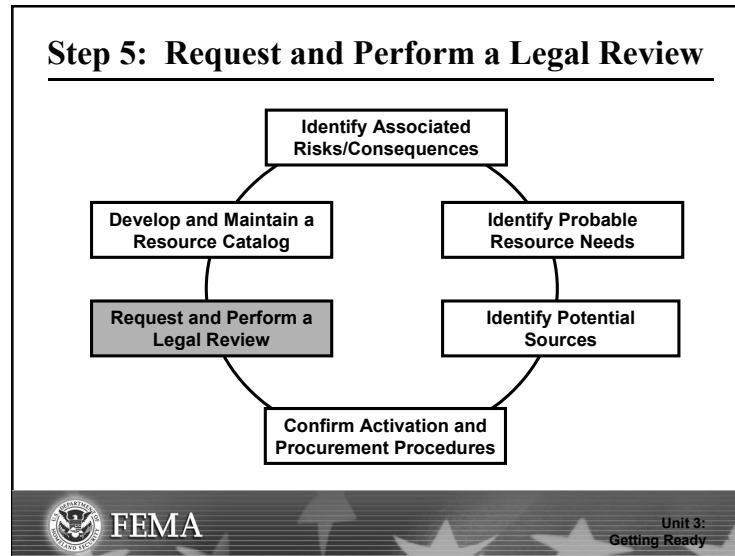
- How will the resource gain access to the incident scene? Planning efforts must consider the issues related to incident scene access. Convergence and self-dispatching represent a significant threat to scene safety and resource management. Planning should consider:
 - A method for identifying authorized personnel from other jurisdictions, volunteer organizations, or commercial vendors.
 - Procedures for clearing the incident scene of spectators, unauthorized volunteers, and victims.
 - Methods for securing the cleared scene and limiting access points.

To ensure that these issues are addressed adequately, ensure that the planning process includes:

- Determining who, at what level in each agency, has what purchasing authority.
- Ensuring that appropriate financial controls are in place and observed at all levels.
- Ensuring that appropriate training and refresher training on jurisdiction purchasing and documentation procedures is completed.



Visual 3.25



Visual Description: Step 5: Request and Perform a Legal Review

Instructor Notes

Stress to the students that it is time well spent to have legal counsel review their organizations' legal foundations for resource management as well as the Resource Annex to the EOP. For example:

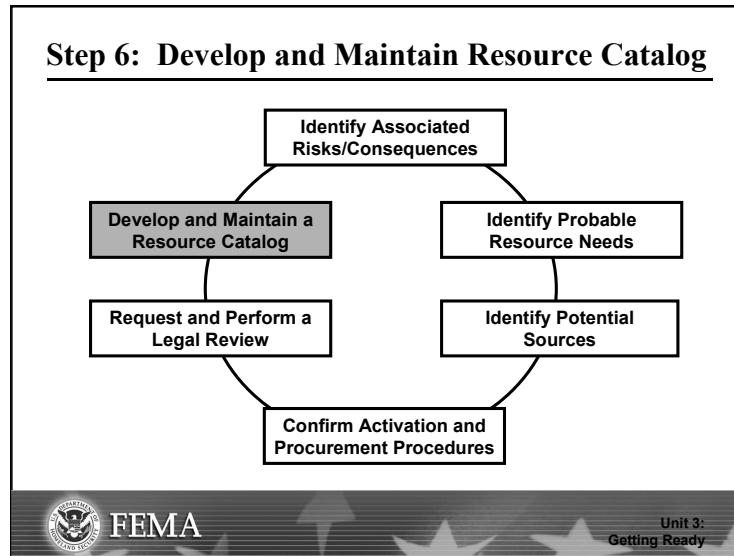
- It is an unfortunate fact of life that goods and services frequently make a major leap in price following a disaster. Many jurisdictions have put ordinances in place to prevent price gouging.
- In some jurisdictions, normal contracting procedures, such as the amount of time contracts must be advertised, can be suspended following a disaster.
- Some jurisdictions change the level of purchasing authority for specific individuals during an emergency. For example, what level of purchasing authority do Incident Commanders have? Department heads? Logistics Section Chiefs? Procurement Unit Leaders? Emergency Managers?
- Under what circumstances (if any) can personal property be commandeered?
- Are liability measures in place to protect both their jurisdictions and volunteers and their organizations? Liability laws vary widely from State to State.

- Has a disaster contingency fund been established? If so, who can access it, and under what conditions?
- Are sufficient intergovernmental agreements in place to perform and receive mutual aid?

Legal counsel can provide up-to-date guidance and advice on all of these issues.



Visual 3.26



Visual Description: Step 6: Develop and Maintain a Resource Catalog

Instructor Notes

Tell the students that after they have determined what they need, where they can find it, and how to procure it, the information needs to be organized, made accessible to those who need it, and maintained. Explain that most organizations develop their own versions of "the yellow pages," including:

- The type of resource.
- Its owner.
- Its location.
- Procedures for obtaining the resource.

Stress that resource accessibility is also an issue. The most detailed inventory in the world is useless if staff can't access it. Inventories should be available in different formats and stored at different locations. If the primary inventory is electronic, it is advisable to have paper copies available for key Logistics and Finance/Administration personnel, dispatchers, and EOC staff.

Tell the group that maintaining such catalogs is time-consuming work. It takes time and attention to detail to make sure all information is up to date, but there are few things more frustrating than discovering that a needed resource is not available when needed at 3 a.m. Most organizations update their resource lists on an annual or semiannual basis. Point out that there is software available that will e-mail contacts and ask for updates automatically.

Explain to the students that the activity on the next page will summarize this topic, and give them practice in determining resource requirements for a multihazard event.



Visual 3.27

Activity: Determining the Resource Requirements To Manage a Hazard

1. Select a hazard.
2. Use the Cascading Effects diagram to identify events resulting from the hazard.
3. Use the Equipment, Supplies, and Personnel Worksheets to identify resource requirements.
4. Be prepared to discuss your worksheets with the class.



You have 20 minutes to complete this activity.



Unit 3:
Getting Ready

Visual Description: Activity: Determining the Resource Requirements To Manage a Hazard

Instructor Notes

Instructions: Follow the steps below to conduct this activity:

1. Direct the students to the activity on page 3-31 in the Student Manual.
2. Assemble the class into four to six groups of five participants each. Each group will select a hazard of its choice, identify the cascading effects of that hazard, and determine the likely resource requirements for responding to the hazard. To focus the activity, groups should define a specific population that the hazard would affect (i.e., how many people in a small, medium, or large jurisdiction). Where possible, groups should identify specific quantities of the required equipment, supplies, services, and personnel. They can use the worksheets provided to complete this exercise.

Note: One purpose of letting students choose their own hazard is to allow them to apply personal experience and expertise to the learning point being made. However, encourage all types of hazards to be considered, including natural (e.g., flood, hurricane, earthquake) or manmade/technological (e.g., hazmat, nuclear power plant accident, terrorism event). Don't let the groups do just natural hazard events.

3. Tell the group that they will have 25 minutes to complete this activity.
4. When all have finished, ask one of the groups to report out. Request that subsequent groups list only the effects and resource requirements specific to their hazard, rather than repeating items mentioned by earlier groups. Be sure to emphasize how the ability to accurately predict the escalating effects of a hazard helps to ensure that you have adequately planned for the resource demands resulting from the hazard.
5. Answer any questions that the students have before continuing.

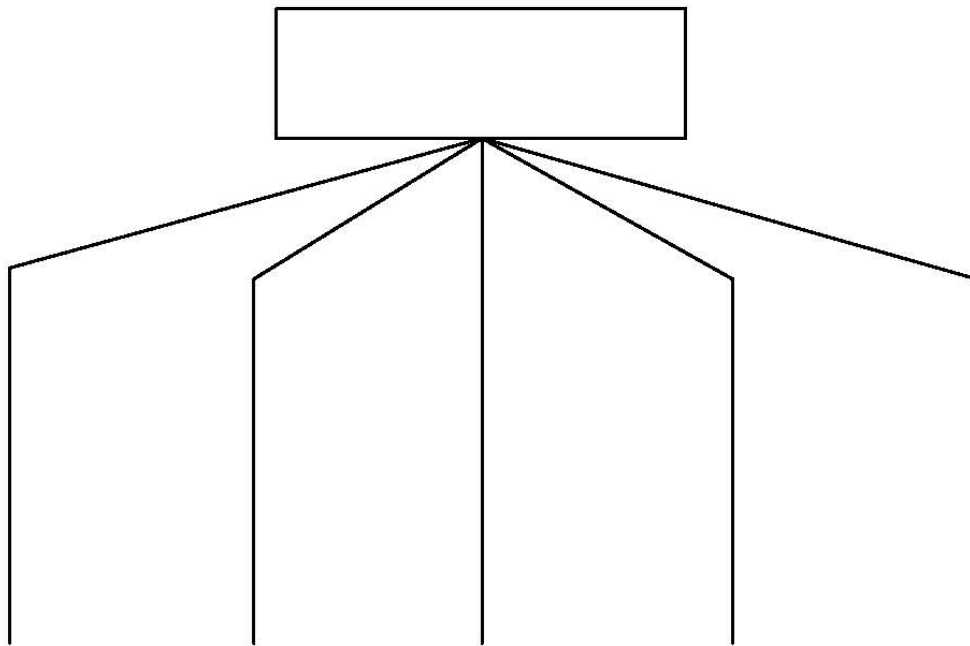
**Activity: Determining the Resource Requirements To Manage a Hazard****Student Manual
Page 3-32**

Instructions: Select a hazard, and define a specific population that will be affected by the hazard (i.e., how many people in a small, medium, or large jurisdiction).

In the diagram below, identify the cascading effects of that hazard. Then, on the worksheets that follow, determine the likely resource requirements for responding to the hazard.

You will have 25 minutes to complete this activity.

A Cascade of Disasters from One Triggering Event





Resource Analysis Worksheet: Equipment

RESOURCE REQUIREMENTS ANALYSIS BASED ON HAZARD/VULNERABILITY ANALYSIS

Type of Hazard:	
Population Affected:	
Likely Areas of Occurrence:	

EQUIPMENT

[illegible]



Resource Analysis Worksheet: Supplies

RESOURCE REQUIREMENTS ANALYSIS BASED ON HAZARD/VULNERABILITY ANALYSIS

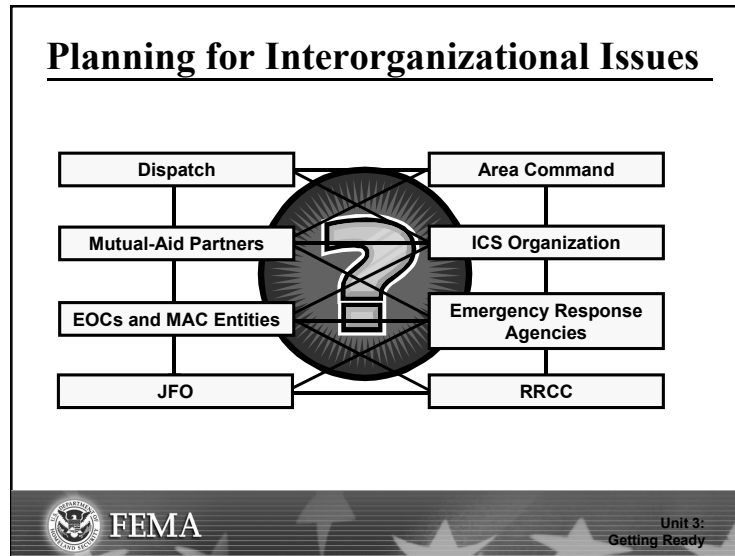
Type of Hazard	
Population Affected	
Likely Areas of Occurrence	

SUPPLIES

[illegible]



Visual 3.28



Visual Description: Planning for Interorganizational Issues

Instructor Notes

Point out that it is critically important to think through the relationships between and among the various command and coordination entities that are likely to be activated during a disaster. Included in this analysis should be:

- ICS organization on incident.
- Dispatch organizations.
- Mutual-aid partners.
- Unified Command.
- Area Command.
- Emergency service districts or other special mission governmental entities.
- Local, county, regional and State EOCs.
- Multiagency Coordination (MAC) entities such as MAC Groups, VOAD Councils, State Emergency Boards, etc.
- FEMA Regional Response Coordination Centers (RRCCs).
- Joint Field Offices (JFOs).
- Joint Information Centers (JICs).

Emphasize that a solution that works in one jurisdiction might be inappropriate (or illegal) in another.

Also, explain that most NIMS command and coordination structures are activated only during disasters. Dispatch centers or offices and agency ordering points manage resources on a day-to-day basis. It is not safe to assume that unfamiliar resource management procedures and entities will integrate smoothly with normal administrative structures during the stress and uncertainty inherent in a disaster. It is important that planners consider carefully the relationships among these structures as they relate to resource management.



Visual 3.29

Interoperability: Key Points

- No jurisdiction has all of the resources that could be needed during a disaster.
- Interoperability ensures that resources can be moved and assigned across jurisdictional boundaries.
- Interoperable resources expand the resource pool and ensure an effective response.



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Unit 3:
Getting Ready

Visual Description: Interoperability: Key Points

Instructor Notes:

Make the following key points about the importance of interoperability:

- No jurisdiction has all of the resources that could conceivably be needed during a disaster.
- Interoperability ensures that resources can be moved and assigned across jurisdictional boundaries.
- Interoperable resources expand the resource pool and ensure an effective response.



Visual 3.30

Strategies To Ensure Interoperability

- Where national standards exist, adopt them.
- When possible:
 - Combine orders for standardized equipment.
 - Place bulk orders to ensure best price and interoperability.

Unit 3:
Getting Ready

Visual Description: Strategies To Ensure Interoperability

Instructor Notes

Continue by telling the group that there are many examples of incidents in which the lack of interoperability affected the outcome of the response. Nonstandard equipment severely hampers mutual-aid assistance. Strategies to ensure interoperability include:

- Where national standards exist for connections, fittings, and hardware, these should be adopted by all jurisdictions.
- When possible, combine orders for standardized equipment.
- When possible, make collective bulk orders to help ensure both best price and interoperability.

Tell the group that interoperability is also a major issue with communications equipment. While matching hardware may not be necessary in all cases, those who use 800 or 900 MHz systems may discover that their hardware is proprietary, making communication with cooperators not on the system more difficult.

It is important to ensure that agencies share enough frequencies to provide communication during disasters. Many States have established Statewide emergency frequencies that can be used for major mobilizations.

Explain that another major issue with communications equipment is backup power and redundancy, as well as alternative methods of communication and alert and warning systems for those emergencies which are likely to disrupt utilities.

Tell the group that consideration should be given to interoperability in SOPs where they might affect how a resource can be deployed. For example, law enforcement agencies vary in restrictions on the use of devices such as stun grenades and nonlethal weapons. Where possible, mutual-aid partners should agree on such policies. When SOPs cannot be reconciled, it is important that mutual-aid partners know the differences up front.



Visual 3.31

Activity: Interoperability Issues

1. Select an interoperability issue you have encountered.
2. Brainstorm potential solutions.
3. Be prepared to discuss your lists with the class.



You have 15 minutes to complete this activity.



Unit 3:
Getting Ready

Visual Description: Activity: Interoperability Issues

Instructor Notes

Instructions: Follow the steps below to conduct this activity.

1. Direct the students to the activity in the Student Manual. The students should work in small groups to complete this activity.
2. Ask the groups to agree to an interoperability issue that they commonly face during a disaster or emergency and brainstorm potential ways to resolve the issue.
3. Tell the groups that they will have 15 minutes to complete this activity and that they should be prepared to discuss their responses with the class.
4. When all have finished, facilitate a group discussion around the groups' responses. Solicit additional suggestions for resolving issues from the class, and suggest solutions based on your own experience.

Answer any questions that the students have before continuing.

**Activity: Interoperability Issues****Student Manual
Page 3-42****Interoperability Issues Worksheet**

Instructions: Work with your assigned small group to complete this activity. Select an Interoperability issue that you have faced during a disaster or emergency. Working with your group, brainstorm some potential solutions to the issue. You have 15 minutes to complete this activity. Be prepared to discuss your group's issue and potential solutions with the class.

Interoperability Issue:

Proposed Solutions:



Visual 3.32

Making Sure Everything Works

- Training
- Exercises



Unit 3:
Getting Ready

Visual Description: Making Sure Everything Works

Instructor Notes

Point out that short of actual disaster activation, the final test of all planning activities is to assess whether or not the system works under simulated conditions. This includes training and comprehensive exercises in all aspects of resource management to ensure interoperability.



Visual 3.33

Training

- Establishes base skill levels for both tactical and management tasks
- Training may be:
 - Paper-based self-study.
 - Web based.
 - Formal classroom sessions.



Unit 3:
Getting Ready

Visual Description: Training

Instructor Notes

Tell the students that training is necessary to establish the skills base for both tactical and management tasks. The format for training depends on the skill to be learned, but may include:

- Paper-based self-study.
- Web-based.
- Formal classroom sessions.



Visual 3.34

Discussion-Based Exercises

- Seminars
- Workshops
- Orientations
- Tabletop exercises



Unit 3:
Getting Ready

Visual Description: Discussion-Based Exercises

Instructor Notes

Tell the group that some good discussion-based exercises include:

- Seminars: Seminars are useful for introducing new programs, policies, or plans; reviewing roles and responsibilities; and laying a foundation for higher-level exercises.
- Workshops: Workshops combine aspects of training with problemsolving, and are useful for developing strategies for specific aspects of resource management.
- Orientations: Orientations are used to introduce new or revised plans, facilities, or policies.
- Tabletop exercises: Tabletop exercises test decisionmaking around plans, policies, and procedures in a low-stress environment. Tabletops are particularly useful to test MAC System coordination activities.



Visual 3.35

Operations-Based Exercises

- Drills
- Functional exercises
- Full-scale exercises



Unit 3:
Getting Ready

Visual Description: Operations-Based Exercises

Instructor Notes

Tell the group that operations-based exercises include:

- Drills: Drills are used to practice a single emergency response, concentrate the efforts of a single agency, or provide field experience. For example, a drill might be conducted to exercise call-up procedures for activating the EOC.
- Functional exercises: Functional exercises simulate a real emergency under high-stress conditions without incurring the cost of a full-scale exercise. Functional exercises can be used to test coordination and response activities of one or several functions or agencies and can provide a foundation for full-scale exercises.
- Full-scale exercises: Full-scale exercises test a jurisdiction's total response capabilities. Full-scale exercises are developed to be as close to an actual response as possible, making use of actual equipment and facilities.

Stress that a progressive exercise program incorporates both discussion-based and operations-based exercises. Regardless of the format, the results of these efforts must be captured and recycled through the planning process to ensure that any deficiencies are addressed.



Visual 3.36

Summary and Transition

- Resource management planning should be based on the results of a sound hazard analysis.
- Using the model presented in this unit, you can project many of your jurisdiction's needs.
- Be sure to work through interjurisdictional and interoperability issues during planning.
- Evaluate and exercise your Resource Annex to ensure that everything works as it should.

Unit 3:
Getting Ready

Visual Description: Summary and Transition

Instructor Notes

Summarize the key points from this unit by telling the group that:

- Resource management planning should be based on the results of a sound hazard analysis.
- Using the model presented in this unit, resource managers can project many of the jurisdiction's resource needs.

Stress that projecting resource needs will not ensure a smooth operation during an emergency, however. Urge the students to:

- Identify and work through any interjurisdictional and interoperability issues during the planning process.
- Evaluate and exercise the Resource Annex to ensure that everything works as it should.

Transition to the next unit by telling the group that Unit 4 will cover resource management during an incident.

Ask if anyone has any questions before continuing.

Notes:

Unit 4: Resource Management During the Incident

Objectives

At the end of this unit, the students should be able to describe:

- System activation.
 - Resource dispatch.
 - Incident transitions.
 - Resource needs.
-

Scope

- Introduction and Unit Overview
 - Unit Objectives
- System Activation
 - Activation Procedures: Scenarios
 - Activation Procedures: Content
- Initial Dispatch
 - Self-Dispatching Resources
 - Resource Protection
- Incident Transitions
 - Transition to a Larger Incident
 - Activity: Determining Resource Needs
 - Demobilization
- Resource Management and ICS
 - Flow of Resources
- Incident Resource Management Process
 - Determining Resource Needs
- Resource Requests
 - Resource Ordering From the Incident
 - Responsibility for Resource Ordering
 - Resource Ordering: Small Incidents
 - Mission Tasking
 - Single-Point and Multipoint Resource Ordering
- Check-In Process
- Resource Tracking at the Incident
- Demobilizing Resources
 - Incident Demobilization: Safety and Cost
 - Incident Demobilization: Incident Personnel
 - Incident Demobilization: Nonpersonnel Resources
 - Incident Demobilization: Release Priorities

Scope (Continued)

- Key Resource Management Considerations
 - Summary and Transition
-

Methodology

After introducing the unit objectives, the Instructor will walk the students through each phase of resource management, using a combination of lecture and interactive question-and-answer technique. Throughout this discussion, the Instructor will provide examples and solicit examples from the group to illustrate the key learning points.

Then, the Instructor will summarize the key points from the unit and transition to Unit 5, The Complex Incident.

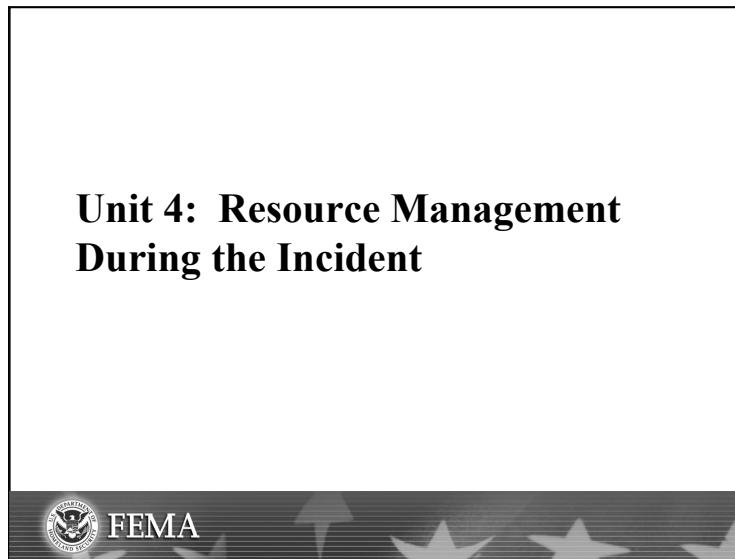
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
System Activation	20 minutes
Initial Dispatch	30 minutes
Incident Transitions	40 minutes
Activity: Determining Resource Needs	10 minutes
Resource Management and ICS	5 minutes
Incident Resource Management Process	30 minutes
Resource Requests	30 minutes
Check-In Process	10 minutes
Resource Tracking at the Incident	10 minutes
Demobilizing Resources	20 minutes
Key Resource Management Considerations	10 minutes
Summary and Transition	5 minutes
Total Time	3 hours 45 minutes



Visual 4.1



Visual Description: Unit 4: Resource Management During the Incident

Instructor Notes

Introduce this unit by telling the students that the ultimate test of whether planning was successful is an actual full-scale response to a disaster. Stress that in any response, resource management begins with the dispatch of initial response resources and doesn't end until final supply replenishment has been completed.

Topic

Unit Objectives



Visual 4.2

Unit 4 Objectives

Describe:

- System activation.
- Dispatch.
- Incident transitions.
- Resource needs.



Unit 4:
Resource Management During the Incident

Visual Description: Unit 4 Objectives

Instructor Notes

At the end of this unit, the students should be able to describe:

- System activation.
- Resource dispatch.
- Incident transitions.
- Resource needs.



Visual 4.3

System Activation

Resource management system activation must be:

- Clear.
- Implemented easily.
- Supported by dependable communications.



Unit 4:
Resource Management During the Incident

Visual Description: System Activation

Instructor Notes

Tell the group that when an emergency does occur, the process of activating the resource management system should be clear, delegated far enough down the jurisdiction's chain of command to be easily implemented, and supported by dependable communications. Staff must recognize:

- What triggers activation.
- Who can call for activation.
- Where to go and what needs to be done.

Where procedures are not "business as usual," these changes need to be clearly communicated up and down the chain of command, and throughout its coordination entities.



Visual 4.4

Scenario 1: Major Emergency

A major earthquake has just occurred.

If you are an EOC worker and you pick up the phone and receive no dial tone, you should secure your family and report to your designated station per the Major Emergency Protocol.



Unit 4:
Resource Management During the Incident

Visual Description: Scenario 1: Major Emergency

Instructor Notes

Continue by telling the students that activation procedures may be prompted by certain incident characteristics, at the discretion of specific individuals or positions, or a combination. For example, in the event of a major disaster, communications systems that support normal activation may not be working. If, following an earthquake, you pick up the telephone and receive no dial tone:

Secure your family and report to your designated fire station or to the EOC per the Major Emergency Protocol.



Visual 4.5

Scenario 2: Severe Weather Predicted

Severe thunderstorms with high winds, hail, and the possibility of tornadoes are forecast.

The Emergency Manager or his or her designee will determine whether the EOC will be activated in anticipation of severe weather.



Unit 4:
Resource Management During the Incident

Visual Description: Scenario 2: Severe Weather Predicted

Instructor Notes

Provide an example of how activation procedures might work for a predicted severe weather emergency. For example, if severe thunderstorms with high winds, hail, and the possibility of tornadoes are forecast:

The Emergency Manager, or his or her designee, will determine whether the EOC will be activated in anticipation of severe weather.



Visual 4.6

Scenario 3: Incident Characteristics

Any department Incident Commander may request the EOC to provide support any time an incident requires evacuation of more than the immediate neighborhood affected, and is projected to last longer than 4 hours.



Unit 4:
Resource Management During the Incident

Visual Description: Scenario 3: Incident Characteristics

Instructor Notes

Tell the group that the characteristics of specific incidents sometimes can dictate whether and by whom the resource management system can be activated. For example, any time an incident requires evacuation of more than the immediate neighborhood affected, and is projected to last longer than 4 hours:

EOC activation is accomplished in accordance with local and/or State plans.



Visual 4.7

Resource Activation and Notification: Content

Resource activation and call procedures should always include:

- **How notification will be made.**
- **Who will perform the call out.**
- **The agency's policy concerning self-dispatching.**



Unit 4:
Resource Management During the Incident

Visual Description: Resource Activation and Notification: Content

Instructor Notes

Tell the group that activation procedures should detail:

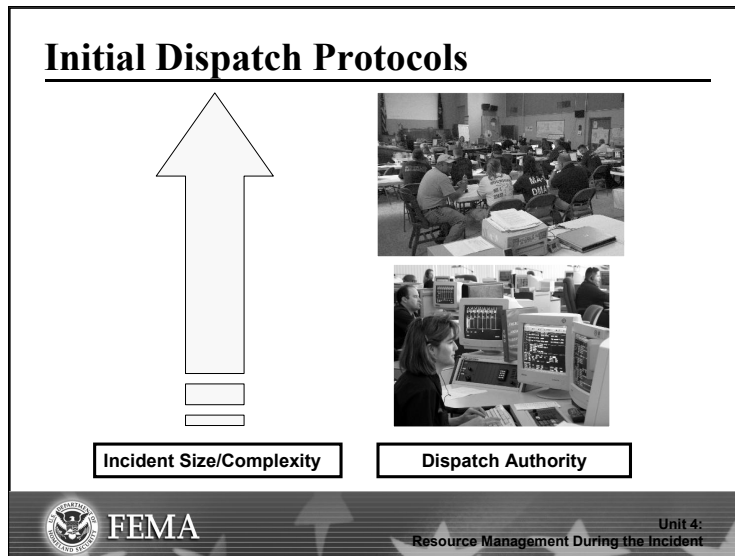
- How staff should expect authorized notification.
- Who will physically perform the callout.
- The agency's policy concerning self-dispatching and freelancing.

Explain that there are a number of software programs that can perform simultaneous alpha-numeric notifications via pager, or deliver voice messages by telephone. Backup procedures should be developed for incidents in which normal activation procedures could be disrupted by utility failures, such as may be caused by an earthquake or a hurricane.

Activation procedures must be augmented with detailed checklists, appropriate equipment and supplies, and other job aids, such as phone trees or pyramid re-call lists so that activation can be completed quickly.



Visual 4.8



Visual Description: Initial Dispatch Protocols

Instructor Notes

Tell the group that on a day-to-day basis, dispatch organizations service incidents on a first-come-first-served basis with the emergency response resources in the dispatch pool. Ordinarily, dispatchers have the authority to activate first-tier mutual-aid resources from those agencies with mutual-aid agreements. These are also assigned on a first-come-first-served basis.

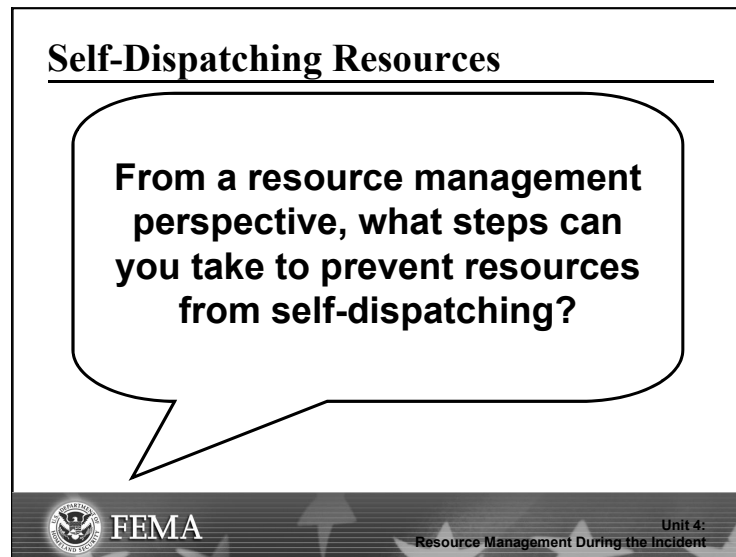
After first-level resources have been exhausted, a transition to the next level of resource management is usually necessary. Transfer of authority is usually required for one of three reasons:

- The organization may not have the authority to request resources beyond the first level of mutual aid.
- It may become necessary to move from a first-come-first-served protocol to an incident and/or resource prioritization system, requiring additional policy and technical assistance.
- The dispatch workload may have increased to the point where it is necessary to reorganize or relieve the organization of some of the responsibility for large-incident coordination.

Remind the group that the call load for the dispatch organization rises as the incident expands. The dispatch organization can either provide dispatch services or provide large-incident logistical support, but it may reach a point where it can no longer do both.



Visual 4.9



Visual Description: Self-Dispatching Resources

Instructor Notes

Ask the group:

From a resource management perspective, what steps can you take to prevent resources from self-dispatching?

Ask for a volunteer to respond. If not mentioned by the group, explain that resource managers can work with responders to make sure that their SOPs and ICS training include:

- Adequate scene control procedures.
- Warnings against self-dispatch.



Visual 4.10

Resource Protection Measures

Consider how to:

- Distinguish personnel who have been requested from self-dispatched personnel.
- Identify and credential:
 - Requested mutual aid resources.
 - Contract or commercial resources.
 - Nonuniformed staff.
- Establish controlled points of access.



Unit 4:
Resource Management During the Incident

Visual Description: Resource Protection Measures

Instructor Notes

Point out that, as was evident on September 11, 2001, resource protection must be a primary consideration in unsafe environments or environments where responders may be a primary or secondary target. Issues that will need to be addressed include:

- Distinguishing agency personnel who have been formally requested from those who self-dispatched.
- Identifying and credentialing (providing incident identification that allows access to the incident):
 - Officially dispatched mutual-aid resources.
 - Officially ordered contract or commercial resources.
 - Nonuniformed staff who may be unfamiliar to perimeter personnel.
- Establishing controlled points of access for authorized personnel.



Visual 4.11

Incident Transitions

Key transitions during which incident management issues arise:

- At the beginning of the incident
- During demobilization



Unit 4:
Resource Management During the Incident

Visual Description: Incident Transitions

Instructor Notes

Tell the group that historically, incident transition periods are points at which incident management issues arise. These transition points occur:

- At the beginning of the incident, when day-to-day policies and procedures must be exchanged for emergency protocols.
- During demobilization, when the incident winds down and procedures once again return to the routine.

It is at these two points that inefficiency in resource management occurs. In turn, these inefficiencies may lead to unnecessary incident costs, excess (or not enough) incident resources, and even increased safety issues.



Visual 4.12

Transitioning to a Larger Incident

ICS tools and principles help make transitions more smooth:

- Incident briefings (ICS Form 201)
- Formal delegations of authority
- A formal incident planning process and written incident action plans
- Documentation (ICS Form 214)



Unit 4:
Resource Management During the Incident

Visual Description: Transitioning to a Larger Incident

Instructor Notes

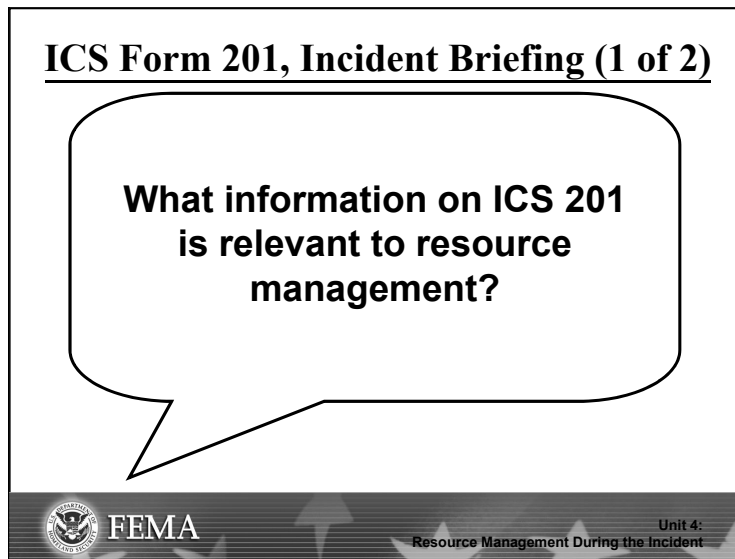
Tell the group that by definition, disasters are infrequent events. This means that few Emergency Managers or emergency response personnel will have many opportunities to "practice" on real events. Even the best-designed training and exercises cannot equal the stress and demands of a real disaster, and exercises cannot completely simulate having to accomplish a task under emergency conditions.

All of these issues mean that even the best trained and exercised organizations will be implementing relatively unfamiliar procedures at times of high stress, in short timeframes, and with incomplete information. ICS provides tools and principles to help organizations make the transition from normal to disaster operations smoothly. These include:

- Incident briefings (ICS 201, Incident Briefing Form).
- Formal delegations of authority.
- A formal incident planning process.
- Written incident action plans.
- Documentation (including ICS Form 214, Unit Log).



Visual 4.13



Visual Description: ICS Form 201, Incident Briefing (1 of 2)

Instructor Notes

Ask the group:

What information on ICS 201 is relevant to resource management?

Select a volunteer to answer this question. Use the next visual to summarize the response.



Visual 4.14

ICS Form 201, Incident Briefing (2 of 2)

- Provides Command Staff with information about the incident situation and the resources allocated to the incident.
- Serves as a permanent record of the initial response to the incident.
- Can be used for transfer of command.

INCIDENT BRIEFING	INCIDENT NAME	DATE PREPARED	TIME PREPARED
DESCRIPTION			
<ul style="list-style-type: none">▪ Incident situation (map, significant events)▪ Incident objectives▪ Summary of current actions▪ Status of resources assigned or ordered			
PREPARED BY NAME AND POSITION			
DATE/TIME			



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Unit 4:
Resource Management During the Incident

Visual Description: ICS Form 201, Incident Briefing (2 of 2)

Instructor Notes

Introduce this topic by telling the group that the Incident Briefing Form (ICS 201) captures information about the response so that transfer of command from the initial to subsequent Incident Commanders can be accomplished efficiently. ICS 201 also provides a snapshot of the incident, including space to provide:

- A picture of the incident situation (map, significant events).
- The current incident objectives.
- The current actions taken.
- The status of resources assigned or ordered.



Visual 4.15

Delegations of Authority

- Are granted informally or formally from the Agency Administrator to the Incident Commander/Area Commander.
- Pass delegated authority from the Agency Administrator to the Incident Management Team.
- Provide explicit directions about:
 - Response policies.
 - Funding.
 - Political parameters.
- May be made part of the EOP or negotiated on a case-by-case basis.



Unit 4:
Resource Management During the Incident

Visual Description: Delegations of Authority

Instructor Notes

Point out to the group that ultimate responsibility for emergency management rests with elected and appointed officials. The specific titles of these officials vary from agency to agency but may include:

- Department or agency heads.
- Elected officials or tribal leaders.
- Business owners.
- Others.

Explain that during this course, these officials will be called Agency Administrators.

Topic

Formal Delegations of Authority (Continued)

On a day-to-day basis, emergency responders are provided with delegations of authority to manage emergencies. Additional delegations might be needed for large or unusual incidents, or if members of the Incident Management Team must operate outside their own agencies or jurisdictions or the scopes of their employment. In ICS, this is known as the formal delegation of authority. Formal delegations of authority pass specific authorities from the Agency Administrator to the Incident Management Team to manage the incident. Formal delegations of authority provide explicit directions about:

- Response policies.
- Funding.
- Political parameters.

Formal delegations of authority may be planned and made part of the jurisdiction's EOP, or they may be negotiated for the specific disaster. Either way, delegations clearly define the authorities, limitations, and reporting expectations for the Incident Management Team.

When an Agency Administrator gives a delegation of authority to an Incident Commander/Area Commander, it does not mean that the Agency Administrator is giving up all of his or her authority or responsibility. The Incident Commander/Area Commander is accountable to the Agency Administrator but has the complete authority to direct the operation.

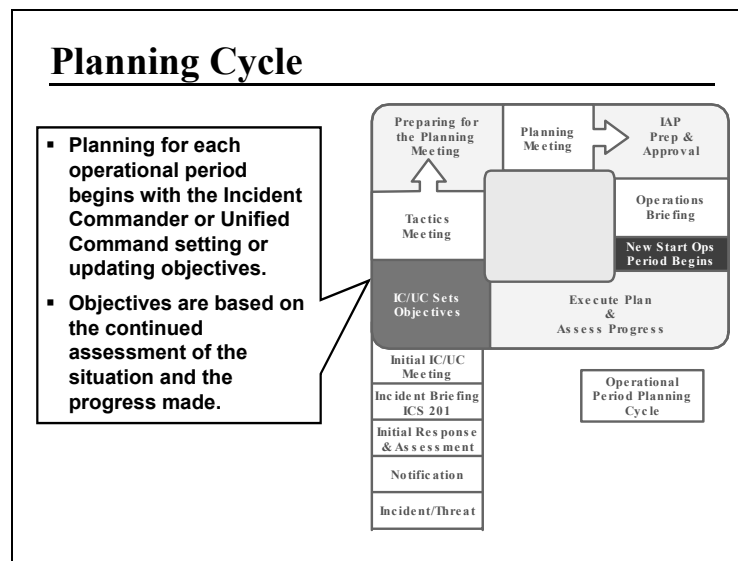
Emphasize that direct tactical and operational responsibility for conducting incident management activities rests with the Incident Commander.

The Agency Administrator must stay informed and ensure that the Incident Commander/Area Commander is functioning in a responsible manner. The Agency Administrator sets policy, establishes the mission to be accomplished, shapes the overall direction, and gives the trained responders the authority to accomplish the incident objectives.

The Incident Commander/Area Commander is the primary person in charge at the incident. The Incident Commander/Area Commander in turn delegates authority to the Command Staff (Public Information, Safety Officer, Liaison Officer) and General Staff (Section Chiefs) as personnel are added.



Visual 4.16



Visual Description: Planning Cycle

Instructor Notes

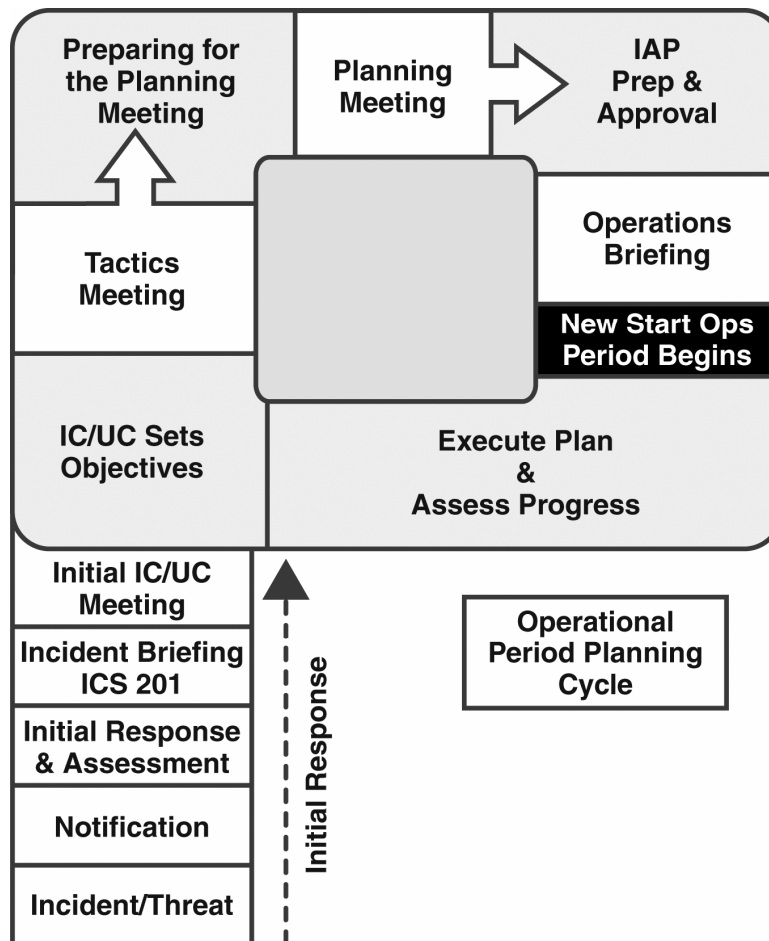
Note that the initial response process (see the “leg” of the Planning “P”) is for the immediate response actions. The formal planning process begins with the Incident Command (IC)/Unified Command setting objectives. Implementing a formal planning process is important when the incident is expanding or involves more than one incident period. Instituting a formal planning process early helps to reduce chaos, increases safety, and improves overall incident management.

Point out that:

- The cyclical planning process is designed to take the overall incident objectives and break them down into tactical assignments for each operational period. It is important that this initial overall approach to establishing incident objectives establish the course of the incident, rather than having incident objectives only address a single operational period.
- The incident objectives must conform to the legal obligations and management objectives of all affected agencies.

Refer the participants to the large version of the Planning “P” on the next page.

The Planning "P"

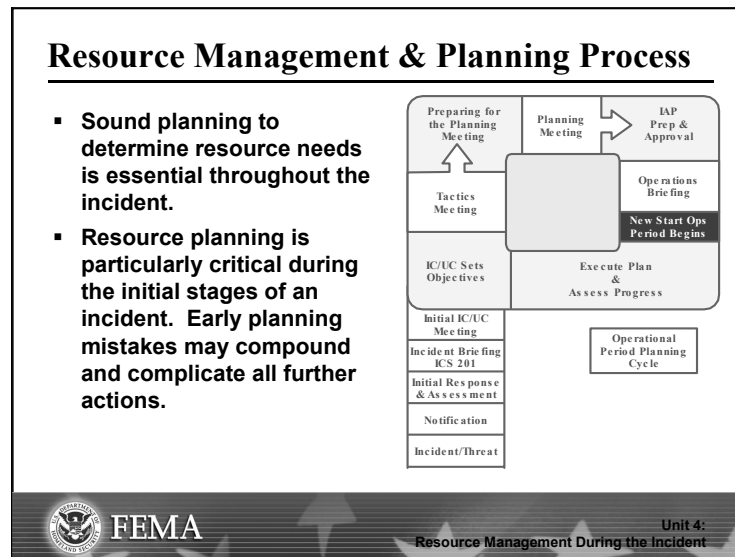


Caption: The Planning "P" illustrates the incident planning process.

- The leg of the "P" describes the initial response period: Once the incident/threat begins, the steps are Notification, Initial Response & Assessment, Incident Briefing (ICS 201), and Initial Incident Command (IC)/Unified Command (UC) Meeting.
- At the top of the leg of the "P" is the beginning of the first operational planning period cycle. In this circular sequence, the steps are IC/UC Sets Objectives, Tactics Meeting, Preparing for the Planning Meeting, Planning Meeting, IAP Prep & Approval, and Operations Briefing.
- At this point a new operations period begins. The next step is Execute Plan & Assess Progress, after which the cycle begins anew with IC/UC Sets Objectives, etc.



Visual 4.17



Visual Description: Resource Management and Planning Process

Instructor Notes

Remind the participants that the Planning “P” is used to illustrate the incident planning process, and that resource management is part of that process. Then, add these points:

- Sound planning to determine resource needs is essential throughout the incident.
- Resource planning is particularly critical during the initial stages of an incident. Early planning mistakes may compound and complicate all further actions.

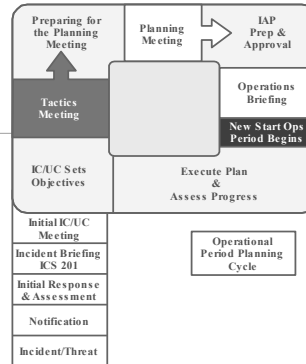


Visual 4.18

Identifying Resource Needs: Tactics Meeting

The Operational Planning Worksheet (ICS Form 215) identifies the resources needed to achieve the incident objectives and tactics.

OPERATIONAL PLANNING WORKSHEET		1. INCIDENT NAME Walter Shorn	
4. DIVISION GROUP OR OTHER	5.	RESOURCE (NAME/STREET)	
LOCATION	WORK ASSIGNMENTS	ENGINES	PUMP CAPACITY
		1	2
Parking Lot Group	Remove vehicles, KDC, etc. and the right of Parking Lots for safety for emergency vehicles. 1" max. accumulation	1	2
Division A	Remove water from all vehicles and structures	1	2



FEMA

Unit 4:
Resource Management During the Incident

Visual Description: Identifying Resource Needs: Tactics Meeting

Instructor Notes

Explain that the Operational Planning Worksheet, ICS Form 215, results from the Tactics Meeting and serves the following functions:

- Assists in establishing resource needs for an operational period.
- Communicates the decisions made during the Tactics Meeting.
- Provides information that is used for ordering resources for the incident.



Visual 4.19

OPERATIONAL PLANNING WORKSHEET		1. INCIDENT NAME Winter Storm												
4. DIVISION/ GROUP OR OTHER	5.	RESOURCE BY TYPE (SHOW STRIKE TEAM AS ST)												
LOCATION	WORK ASSIGNMENTS	ENGINES				POLICE OFFICERS		SNOW PLOWS		SANDING TRUCKS				
		1	2	3	4	1	2	1	2	1	2	3	4	
Parking Lot Group	Remove snow from EOC, Fire Stations, Police Dpt., and Hospital Parking Lots. See maps for snow pile location. 6" max. accumulation.	Req							4					
		Have							4					
		Need							0					
Division A	Remove snow from all primary and secondary roads/streets in Div. Monitor all north/south roadways for drifting. 6" maximum accumulation.	Req							3					
		Have							1					
		Need							2					

Visual Description: Operational Planning Worksheet (ICS Form 215)

Instructor Notes

Using the visual, show how the Operational Planning Worksheet indicates the kind and type of resources needed to implement the recommended tactics to meet the incident objectives. Note that the number of resources onsite, ordered, and needed is indicated.

Point out that this worksheet is designed to help link incident objectives and resources needs. If a less formal planning process is used, the Incident Commander should still ensure that resource needs are based on incident objectives.



Visual 4.20

Activity: Determining Resource Needs

Working in your teams:

1. Review the sample ICS 215 in the Student Manual for a major snowstorm with power outages that has been occurring for the past 24 hours.
2. Identify the logistical support required for the resources that will be assigned.
3. Appoint a spokesperson and be prepared to report your findings to the class.



You have 5 minutes to complete this activity.



Unit 4:
Resource Management During the Incident

Visual Description: Activity: Determining Resource Needs

Instructor Notes

Instructions: Follow the steps below to conduct this activity.

1. Direct the students to the activity on page 4-22 in the Student Manual. Tell the students to work in their groups to:
 - Review the sample ICS 215 in the Student Manual.
 - Identify the logistical support required for the resources that will be assigned.
2. Give the students 5 minutes to review the ICS 215. After 5 minutes, ask each group to present the identified logistical support needs. If not mentioned by the group, add the following points:
 - Interoperable communications between police and public works crews
 - Sand, salt, and other materials
 - Locations for snow to be dumped
 - Maintenance support for equipment
 - Areas for crews to rest/warm up and get meals
 - Replacement public works crews

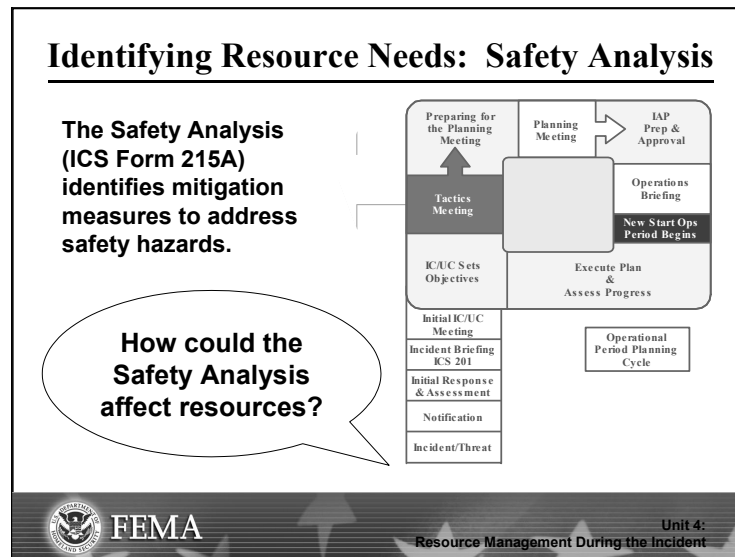
Answer any questions that the students have before continuing.

Sample Operational Planning Worksheet, ICS Form 215

OPERATIONAL PLANNING WORKSHEET														1. Incident Name Winter Storm		2. Date Prepared 2-10 Time Prepared 1100		3. Operational Period (Date/Time) 2-10/11 1800/0600	
4. Division / Group or Other Location		5. Work Assignments		Resource by Type (Show Strike Team as ST)										6. Reporting Location		7. Requested Arrival Time			
				Engines		Police Officers		Snow Plows		Sanding Trucks		Dump Trucks		Front End Loaders		Other			
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
Parking Lot Group	Req																		
	Have																		
	Need																		
Division A	Req																		
	Have																		
	Need																		
Sanding Group	Req																		
	Have																		
	Need																		
9. Total Resources - Single		Req																	
		Have																	
		Need																	
Total Resources - Strike Teams		Req																	
		Have																	
		Need																	
Prepared by (Name and Position) Sandy Miller, Resources UL																			



Visual 4.21



Visual Description: Identifying Resource Needs: Safety Analysis

Instructor Notes

Tell the students that the Incident Safety Analysis (ICS Form 215A) is used to:

- Identify, prioritize, and mitigate the hazards and risks of each incident work location by operational period.
- Identify hazardous tactics so that alternatives may be considered.
- Determine the safety implications for the types of resources required.

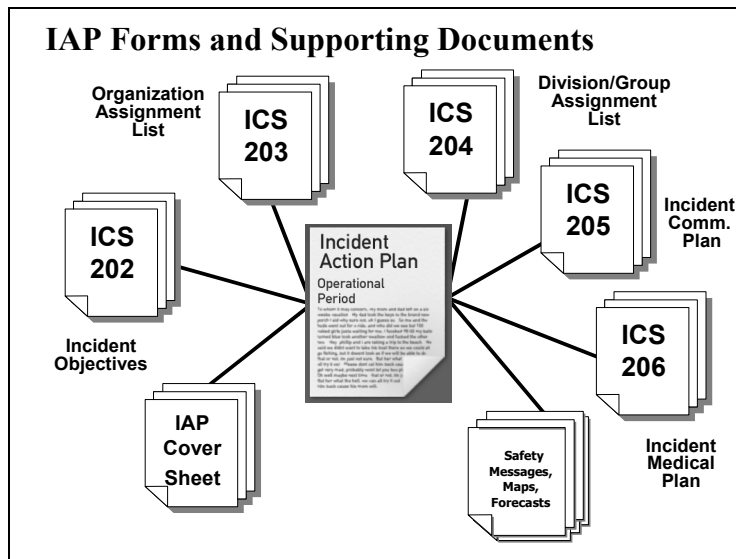
Ask the students: **How could the Safety Analysis affect resources?**

If not mentioned by the students, note that the mitigation measures may:

- Require that equipment or supplies be ordered to protect personnel.
- Indicate that more personnel are needed in order to operate in a safe manner.



Visual 4.22



Visual Description: IAP Forms and Supporting Documents

Instructor Notes

Point out that the decisions made during the planning process are documented on the written Incident Action Plan (IAP). Stress that all Incident Action Plans, whether written or oral, require the same primary elements. ICS provides specific forms to capture that information:

- What do we want to do? ICS Form 202: Incident Objectives
- Who is responsible for implementation? ICS Form 203: Organization Assignment List
- What do we need to do to accomplish objectives? ICS Form 204: Assignment List
- How will we communicate? ICS Form 205: Communications Plan
- What will we do if someone gets hurt? ICS Form 206: Medical Plan

Point out that completing the standard forms helps make sure decisions are thought through and supported and provides a detailed level of documentation for historical, training, and liability issues. All IAPs become part of the final incident package.



Visual 4.23

Maintaining Continuity: ICS Form 214

The Unit Log (ICS 214):

- Captures critical actions that may not show up on the Incident Briefing or the written IAP.
- Helps ensure that vital information doesn't "slip through the cracks."



Unit 4:
Resource Management During the Incident

Visual Description: Maintaining Continuity: ICS Form 214

Instructor Notes

Ensuring that vital information does not "slip through the cracks" at shift changes, personnel rotation, or intrafunctional briefings is part of information management. ICS Form 214, the Unit Log, is designed to capture critical actions taken that may not show up on the Incident Briefing (ICS 201) or the written IAP.

Emphasize to the students that documenting details of resource issues may keep you from being awakened by your replacement in the middle of the night!"

Explain that examples of all ICS forms can be viewed online at the ICS Resource Center:
<http://training.fema.gov/EMIWeb/IS/ICSResource/index.htm>

Also point out that a job aid listing the standard ICS forms and a description of each is provided on pages 4-27 and 4-28 in the Student Manual. (A copy is provided on the following pages of this Instructor Guide.)



Job Aid: ICS Forms (Page 1 of 2)

Student Manual
Page 4-27

The ICS uses a series of standard forms and supporting documents that convey directions for the accomplishment of the objectives and for distributing information. Listed below are the standard ICS form titles and descriptions of each form:

Standard Form Title	Description
Incident Action Plan Cover Page ICS 200	Indicates the incident name, plan/coordination period, date prepared, approvals, and attachments (resources, organization, Communications Plan, Medical Plan, and other appropriate information).
Incident Briefing ICS 201	Provides the (Unified) Command/JFO Coordination and General Staffs with basic information regarding the incident situation and the resources allocated to the incident. This form also serves as a permanent record of the initial response to the incident.
Incident Objectives ICS 202	Describes the basic strategy and objectives for use during each operational/coordination period.
Organization Assignment List ICS 203	Provides information on the response organization and personnel staffing.
Field Assignment ICS 204	Used to inform personnel of assignments. After the (Unified) Command/JFO Coordination Group approves the objectives, staff members receive the assignment information contained in this form.
Incident Communications Plan ICS 205	Provides, in one location, information on the assignments for all communications equipment for each coordination period. The plan is a summary of information. Information from the Incident Communications Plan on frequency assignments can be placed on the appropriate Assignment form (ICS Form 204-JFO).
Medical Plan ICS 206	Provides information on incident medical aid stations, transportation services, hospitals, and medical emergency procedures.
Incident Status Summary ICS 209	Summarizes incident information for staff members and external parties, and provides information to the External Affairs Officer for preparation of media releases.



Job Aid: ICS Forms (Page 2 of 2)

Student Manual
Page 4-28

Standard Form Title	Description
Check-In/Out List ICS 211	Used to check in personnel and equipment arriving at or departing from the incident. Check-in/out consists of reporting specific information that is recorded on the form.
General Message ICS 213	Used by: <ul style="list-style-type: none">▪ Incident dispatchers to record incoming messages that cannot be orally transmitted to the intended recipients.▪ EOC and other incident personnel to transmit messages via radio or telephone to the addressee.▪ Incident personnel to send any message or notification to incident personnel that requires hard-copy delivery.
Unit Log ICS 214	Provides a record of unit activities. Unit Logs can provide a basic reference from which to extract information for inclusion in any after-action report.
Operational Planning Worksheet ICS 215	Documents decisions made concerning resource needs for the next operational/coordination period. The Planning Section uses this worksheet to complete Assignment Lists, and the Logistics Section uses it for ordering resources for the incident. This form may be used as a source document for updating resource information on other ICS forms such as the ICS 209.
Air Operations Summary ICS 220	Provides information on air operations including the number, type, location, and specific assignments of helicopters and fixed-wing aircraft.
Environmental Unit Summary ICS 224	Records and identifies details of the Environmental Unit including forecasts of activities. It also serves as the Environmental Plan.
General Plan ICS 226	Addresses long-term objectives approved by the (Unified) Command/JFO Coordination Group. These objectives are often expressed as milestones (i.e., timeframes for the completion of all and/or portions of incident response operations). A General Plan should identify the major tasks to be carried out through to the end of emergency response operations, the duration of the tasks, and the major equipment and personnel resources needed to accomplish the tasks within the specified duration.



Visual 4.24

Demobilization

Signs that an incident is winding down:

- Fewer resource requests received.
- More resources spending more time in staging.
- Excess resources identified during planning.
- Incident objectives have been accomplished.

Begin planning for demobilization early, and demobilize resources in a timely manner.



Unit 4:
Resource Management During the Incident

Visual Description: Demobilization

Instructor Notes

Introduce this topic by telling the students that demobilization is the other point in the incident life cycle at which resource inefficiencies can occur. Signs that the incident may be winding down include:

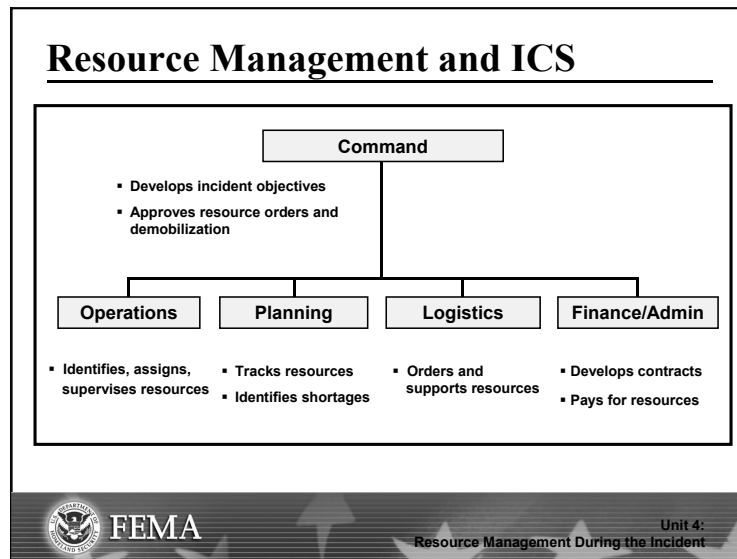
- Fewer resource requests being received.
- More resources spending more time in staging.
- Excess resources identified during planning process.
- Incident objectives have been accomplished.

Explain that excess resources must be released in a timely manner to reduce incident-related costs and to "free up" resources for other assignments. Resource demobilization generally begins at the Operations Section level where the need for tactical resources is determined. When tactical resources are no longer needed, other parts of the incident organization can also be reduced.

Point out that, on larger incidents, the planning for demobilization should begin almost immediately, and certainly well in advance of when demobilization actually takes place. We will discuss demobilization in detail later in this lesson.



Visual 4.25



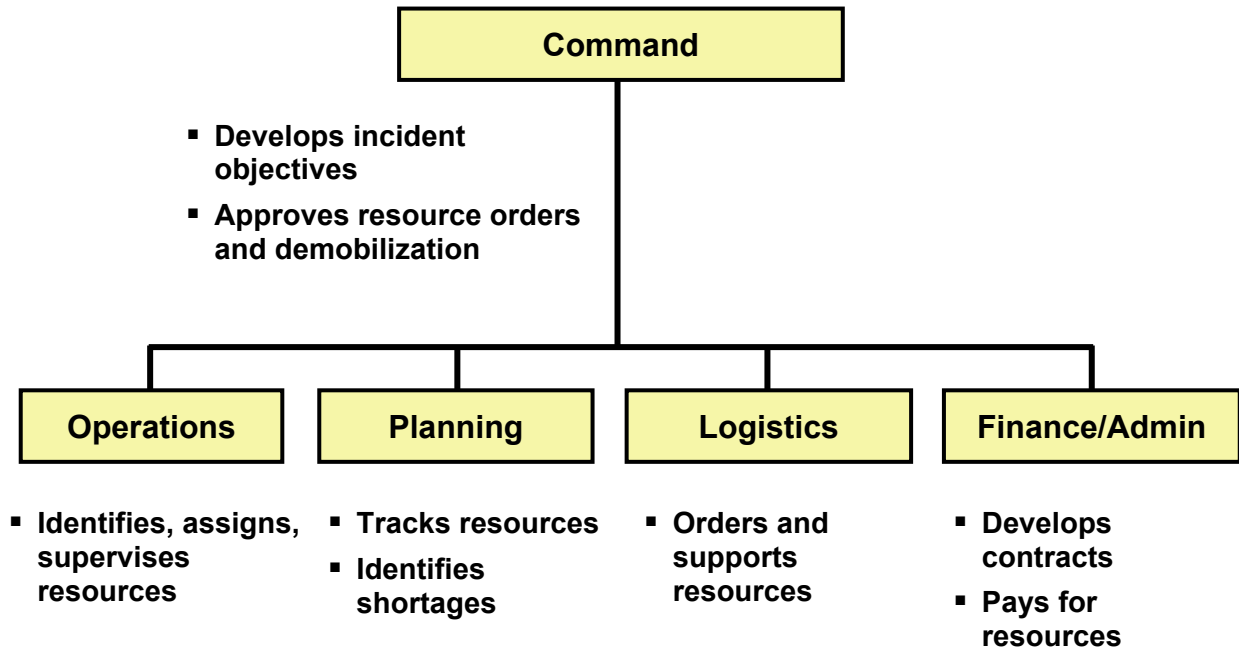
Visual Description: Resource Management and ICS

Instructor Notes

Tell the group that, regardless of the role they play in resource management or the organization in which they will participate (ICS, EOC, MAC entity, etc.), it is important that they understand the resource management role of the ICS organization itself. Understanding how resource management fits into ICS will help them identify how their activities dovetail with the incident itself.

Explain that all five ICS functions play important roles in resource management. In a simplified way, these roles are:

- Command: Develops incident objectives, approves resource orders, and authorizes demobilization.
- Operations: Identifies, assigns, and supervises resources needed to accomplish the incident objectives. Uses the majority of resources assigned to an incident to accomplish incident objectives.
- Planning: Tracks resources assigned to the incident and identifies resource shortages.
- Logistics: Orders and supports resources.
- Finance/Administration: Develops contracts and pays for resources.

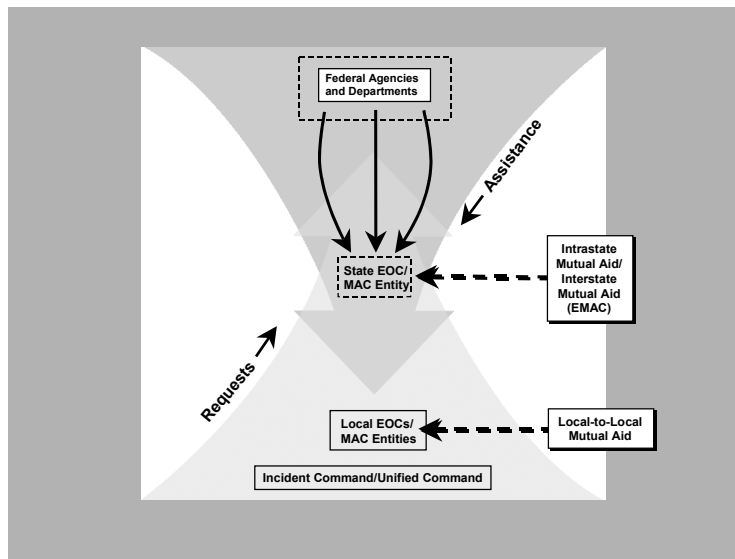


Topic

Flow of Resources



Visual 4.26



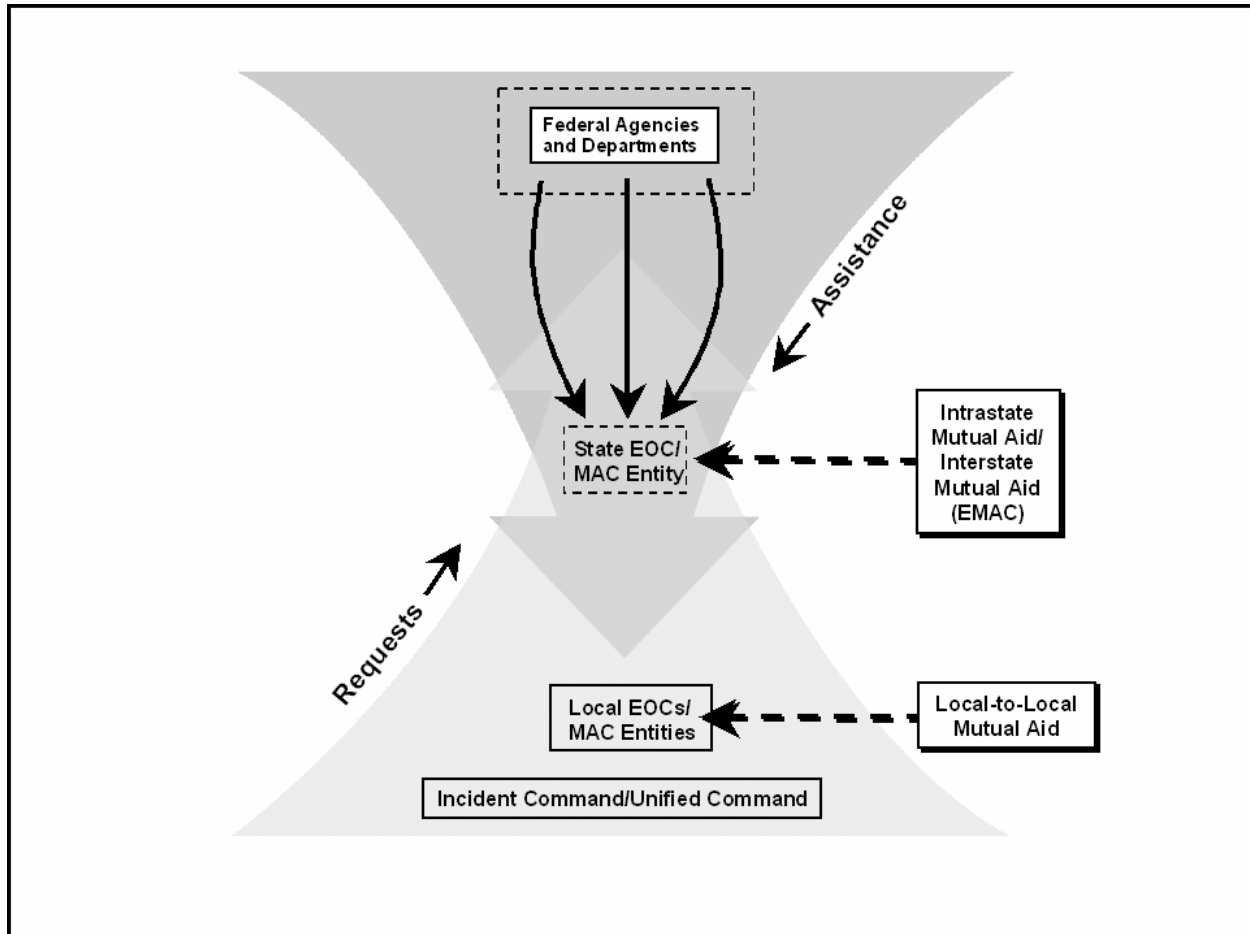
Visual Description: Flow of Resources

Instructor Notes

Explain that this chart shows how resource requests flow from the on-scene Incident Command through the local EOC/MAC entity, and then if needed through State and Federal levels. Also note that mutual aid can be used to augment resources, first at the local level and then if needed at the State level.

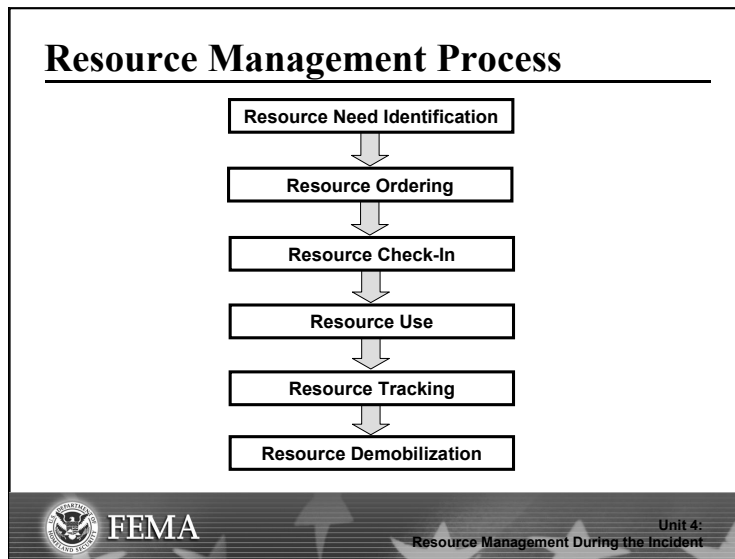
- A request for resources comes from the Incident Command (or Unified Command at a large incident).
- The request goes to the Area Command or the local EOCs/MAC entities. If possible, the request is satisfied at the local level, or with local-to-local mutual aid.
- If necessary, the request is passed on to the State EOC/MAC entity, where it may be satisfied by that State, or through intrastate mutual aid or interstate mutual aid (via EMAC).
- If the request still has not been met, it flows to Federal departments and agencies.

Stress that independent of where the resources come from, the incident is still managed at the scene by the responsible jurisdiction.





Visual 4.27



Visual Description: Resource Management Process

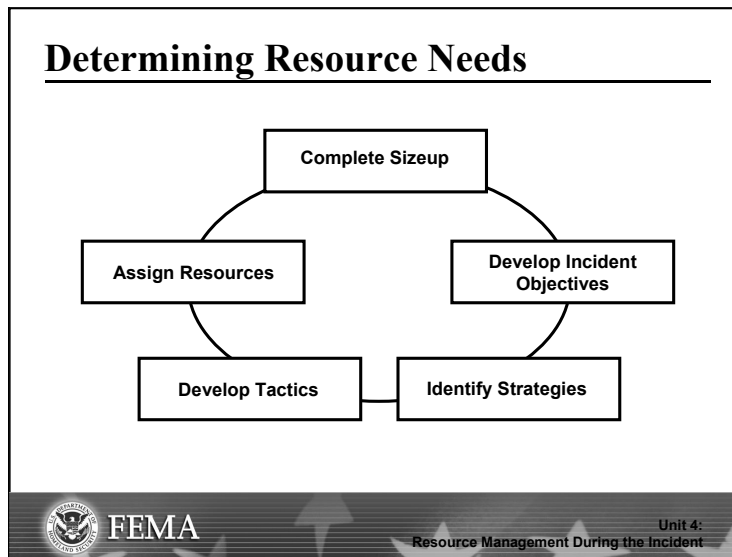
Instructor Notes

Introduce this topic by telling the students that the incident resource management process includes several interactive activities:

- Resource need identification
- Resource ordering
- Resource check-in
- Resource use
- Resource tracking
- Resource demobilization



Visual 4.28



Visual Description: Determining Resource Needs

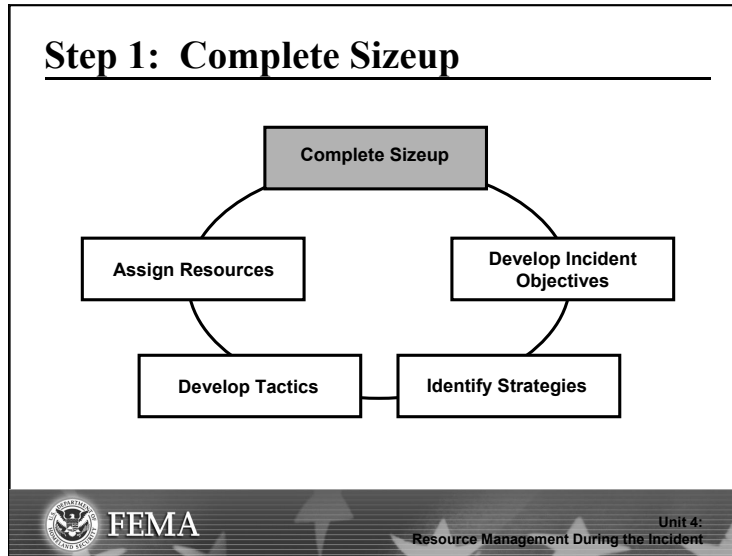
Instructor Notes

Tell the group that the Incident Command System resource management process is based on management by objectives. In other words, the incident objectives and the tactics required to carry out those objectives drive the kind and number of resources assigned to the incident. The five-step process shown in the visual ensures an orderly approach to identifying incident resource needs.

Emphasize that the resource management cycle shown on the visual supports the Planning “P” presented earlier. Each of the steps in the resource management process will be discussed briefly on the following visuals.



Visual 4.29



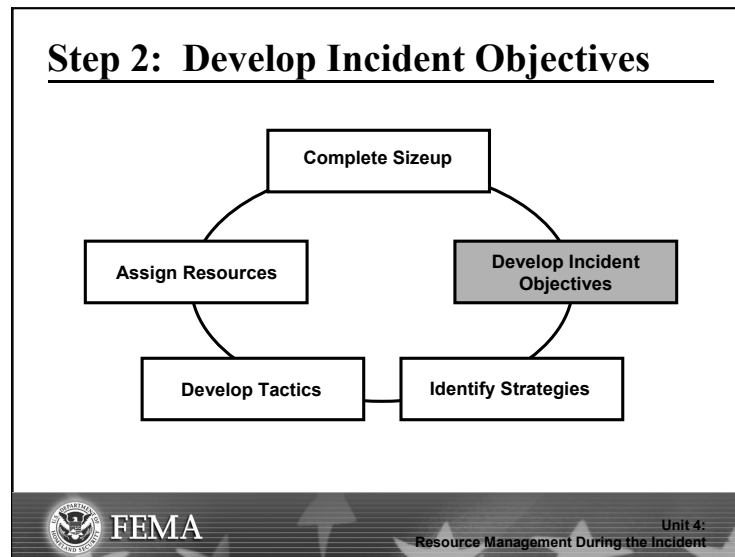
Visual Description: Step 1: Complete Sizeup

Instructor Notes

Point out that the first step in determining resource needs is a thorough assessment or sizeup of the current incident situation and future incident potential. This assessment provides the foundation for the incident objectives, and without it, it is impossible to identify the full range of resources that will be needed.



Visual 4.30



Visual Description: Step 2: Develop Incident Objectives

Instructor Notes

Tell the students that the Incident Commander develops incident objectives—the statement of what is to be accomplished on the incident. Explain that not all incident objectives have the same level of importance. Incident objectives can be prioritized using the following simple mnemonic:

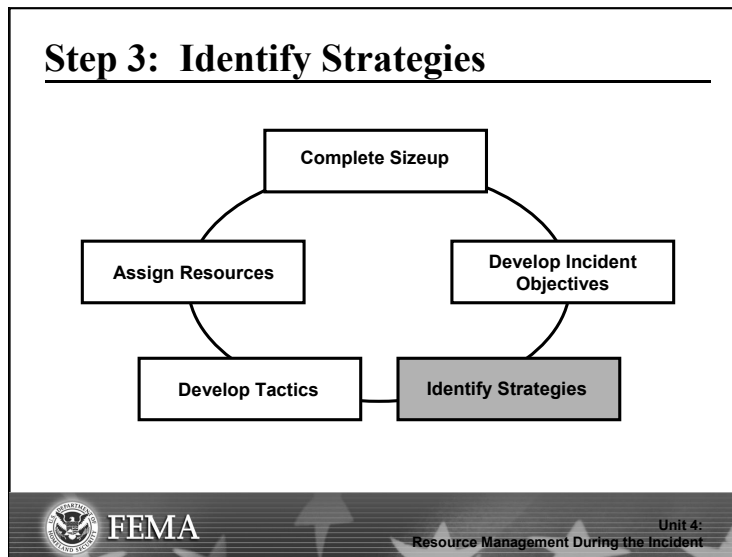
- **Life safety:** Objectives that deal with immediate threats to the public and responder safety are the first priority.
- **Incident stabilization:** Objectives that contain the incident to keep it from expanding and objectives that control the incident to eliminate or mitigate the cause are the second priority.
- **Property/Environmental Conservation:** Objectives that deal with issues of protecting public and private property or damage to the environment are the third priority.

Point out that incident objectives are not necessarily completed in sequence but are determined by priority. For example, it may be necessary to complete an objective related to incident stabilization before a life safety objective can be completed.

Using the LIP mnemonic helps prioritize incident objectives. This mnemonic can also be used to prioritize multiple incidents, with those incidents with significant life safety issues being given a higher priority than those with fewer or no life safety issues.



Visual 4.31



Visual Description: Step 3: Identify Strategies

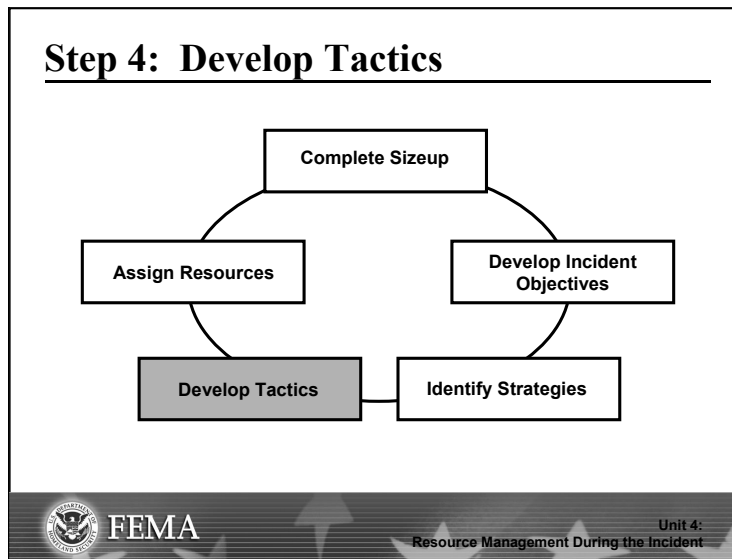
Instructor Notes

Tell the group that the third step is to identify strategies to achieve the objectives. There can be—and usually are—several strategies to meet any single objective.

The Operations Section Chief will select one strategy, or a combination of strategies. Identifying a variety of strategies allows the Operations Section Chief flexibility in achieving each objective. The Operations Section Chief can select from any of the strategies, or combine them to meet a specific objective.



Visual 4.32



Visual Description: Step 4: Develop Tactics

Instructor Notes

Point out that Step 4 is to develop detailed tactics that are the instructions to whomever is assigned to carry out the selected strategy. The instructions include how many and what type of resources, timelines, and technical approach will be required to implement the tactic.



Visual 4.33



Visual Description: Discussion Question: Why must personnel and logistical support factors be considered in determining tactical operations?

Instructor Notes

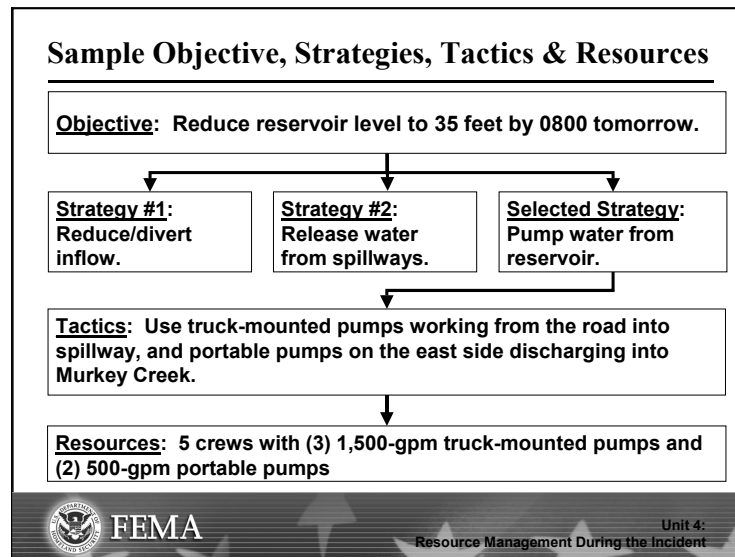
Ask the question: **Why must personnel and logistical support factors be considered in determining tactical operations?**

Ask for volunteers to answer the question. If not mentioned by the volunteers, add these points:

- Personnel and logistical support factors must be considered in determining tactical operations. Lack of logistical support can mean the difference between success and failure.
- If the required tactical resources will not be available, then an adjustment should be made to the tactics and operations being planned for the operational period. Lack of available resources could require a reassessment of tactics and perhaps the overall strategy.
- It is very important that tactical resource availability and other needed support be determined prior to investing time on strategies and tactical operations that realistically cannot be achieved.
- Personnel and logistical support factors must be considered in determining tactical operations. Lack of logistical support can mean the difference between success and failure in achieving objectives.



Visual 4.34



Visual Description: Sample Objective, Strategies, Tactics & Resources

Instructor Notes

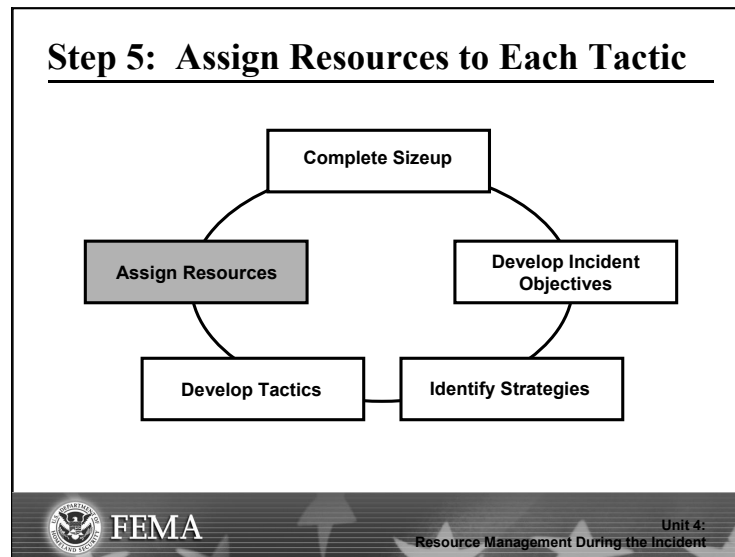
Summarize the discussion about objectives, strategies, and tactics by showing this visual and pointing out the example of an objective with several strategies and one selected tactic. Discuss these points:

- The **objective** is: Reduce reservoir level to 35 feet by 0800 tomorrow.
- Three possible **strategies** are identified and one is selected: Pump water from reservoir.
- The **tactics** for the selected strategy are: Use truck-mounted pumps working from the road into spillway, and portable pumps on the east side discharging into Murkey Creek.

Point out that resources needs are based on the tactic selected. Emphasize that the tactics are consistent with the selected strategy, which in turn supports the accomplishment of the objective.



Visual 4.35



Visual Description: Step 5: Assign Resources to Each Tactic

Instructor Notes

Tell the group that the fifth and final step is to assign resources to each tactic.

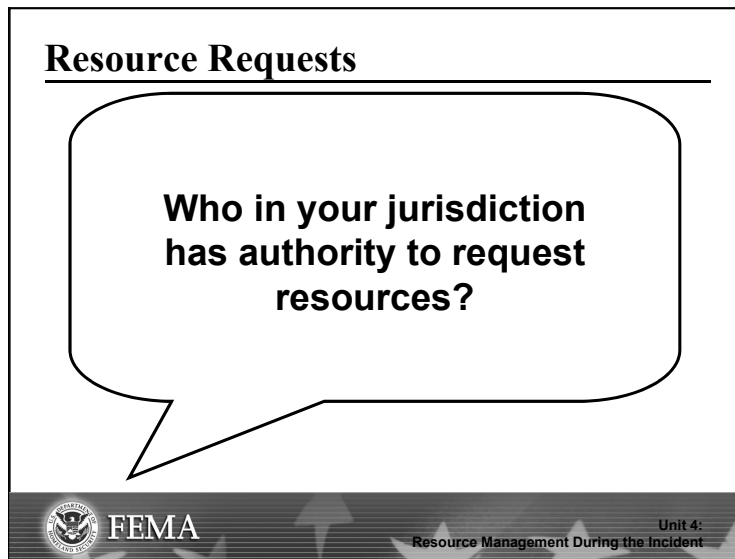
By following the five-step process described in this unit to identify resources, the organization can be certain that:

- The objectives meet the response needs of the incident.
- The strategies selected will achieve the objectives.
- The tactics are clear, and can be achieved with the assigned resources.

Stress that sound planning to determine resource needs is essential at all stages of an incident. It is particularly critical during the initial stages of an incident. Mistakes made at this point may compound and complicate all further actions.



Visual 4.36



Visual Description: Resource Requests

Instructor Notes

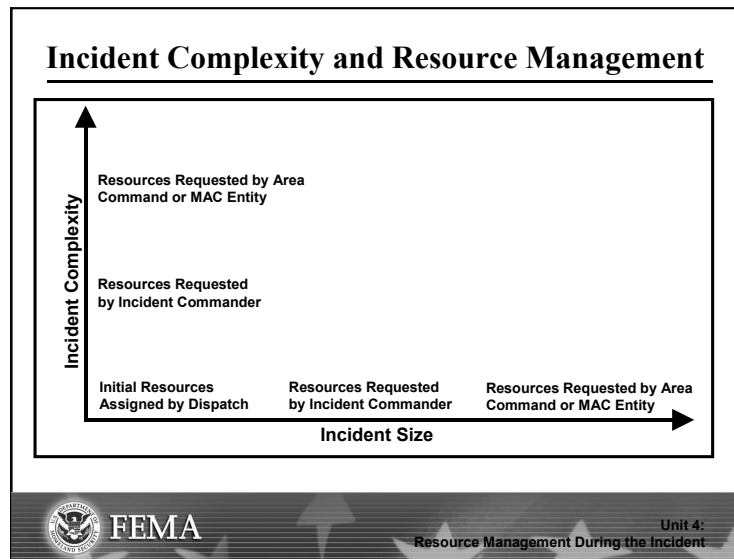
Introduce this topic by asking the group:

Who in your jurisdiction has authority to request resources?

Allow the group time to respond. Summarize the discussion using the visuals that follow.



Visual 4.37



Visual Description: Incident Complexity and Resource Management

Instructor Notes

Explain that, usually, all incidents have an initial commitment of resources assigned. Resources can include key supervisory personnel in the ICS organization, and personnel and equipment assigned as tactical or support resources.

As incidents grow in size and/or complexity, more tactical resources may be required and the Incident Commander may augment existing resources with additional personnel and equipment.

Point out that it is important that the incident organization's ability to supervise and support additional resources is in place prior to requesting them. As a consequence, more supervisory personnel may be needed to maintain adequate span of control, and support personnel may be added to ensure adequate planning and logistics. The planning for additional resources now becomes more complex. On large, complex incidents extending over several Operational Periods, many resource orders may be executed.

Tell the group that, at any incident, the procedure for ordering additional resources will depend on what parts of the incident's organizational structure have been activated at the time the ordering is done, and the administrative and emergency management procedures of the responsible agency or agencies. The next section will examine how resources are ordered for a growing incident.



Visual 4.38

Resource Ordering From the Incident

The Incident Commander will determine:

- Who may place an order with Logistics.
- What resource requests require Command approval.
- Guidelines for emergency purchasing.
- The ordering process from the incident to the “outside world.”



Unit 4:
Resource Management During the Incident

Visual Description: Resource Ordering From the Incident

Instructor Notes

Continue by telling the students that the Incident Commander will usually discuss ordering procedures with the Command and General Staff at the initial briefing, including:

- Who within the organization may place an order with Logistics. This authority may be restricted to Section Chiefs and/or Command Staff, or it may be delegated farther down the chain of command.
- What resource requests require Command approval. Ordinarily, it is not efficient use of the Incident Commander's time and energy to review and approve all resource orders for routine supplies, food, etc., on a major incident. The IC probably will want to review and approve any nonroutine requests, especially if they are expensive, require outside agency participation, or have potential political ramifications. An example of this might be a request for law enforcement resources from outside the jurisdiction to be used for crowd control.
- Guidelines for emergency purchasing. Finance/Administration and Logistics staff must understand purchasing rules, especially if different rules apply during an emergency than for day-to-day operations. Writing these directives in formal delegations of authority ensures that appropriate fiscal controls are in place, and that the Incident Management Team is operating under the direction of the jurisdiction's Agency Administrator as it expends funds.
- The ordering process from the incident to the "outside world." While the temptation to circumvent the ordering system is often great, especially when there is a real or perceived delay in getting critical resources, doing so simply compounds resource management problems. If the Logistics function is unable to meet the resource needs of the incident, this should be addressed in the normal planning, staffing, and supervision processes.



Visual 4.39

Resource Ordering Responsibilities

Within ICS, three positions are authorized to place resource orders:

- The Incident Commander
- The Logistics Section Chief
- The Supply Unit Leader

Others who may be involved include:

- The Finance/Administration Section Chief
- The Procurement Unit Leader



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Unit 4:
Resource Management During the Incident

Visual Description: Resource Ordering Responsibilities

Instructor Notes

Point out that within the ICS organization, there are three positions authorized to place resource orders:

- Incident Commander
- Logistics Section Chief
- Supply Unit Leader

Final approval for ordering additional resources, as well as releasing resources from an incident, is the responsibility of the IC.


Explain that the Finance/Administration Section may also play a significant role in resource procurement, especially if the resource request requires a contractual obligation. In addition, cost estimates must be forwarded to the Finance/Administration Section so they can be included in the ongoing cost summary for the incident.

Ordinarily, in requests involving contracts, the Procurement Unit within the Finance/Administration Section will negotiate the contract, then the Logistics Section will formally place the order, bringing it into the incident resource management process.



Visual 4.40


Resource Ordering: Small Incidents



Incident Site

On smaller incidents, where only one jurisdiction or agency is primarily involved, the resource order is typically:

- Prepared at the incident, approved by the Incident Commander, and
- Transmitted from the incident to the jurisdiction or agency ordering point.

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Unit 4:
Resource Management During the Incident

Visual Description: Resource Ordering: Small Incidents

Instructor Notes

Explain that resource ordering is simplified on smaller incidents, where only one jurisdiction or agency is primarily involved. At a smaller scale incident, the resource order will typically be:

- Prepared at the incident site and approved by the Incident Commander, and then
- Transmitted to the jurisdiction's or agency's ordering point.



Visual 4.41

Resource Orders (1 of 2)

All resource orders should include:

- Incident name
- Order number
- Date and time of order
- Quantity, kind, type
- Reporting location
- Reporting contact
- Requested delivery time
- Communication system
- Requesting person/title
- Callback phone number



Unit 4:
Resource Management During the Incident

Visual Description: Resource Orders (1 of 2)

Instructor Notes

Tell the students that the resource order is used to request personnel and tactical and support resources.

Explain that different formats for resource orders exist, but that every resource order should contain the following essential elements of information:

- Incident name
- Order and/or request number
- Date and time of order
- Quantity, kind, and type of resources needed (include special support needs as appropriate)
- Reporting location and contact (specific)
- Requested time of delivery (specific, not simply ASAP)
- Communications system to be used
- Person/title placing request
- Callback phone number for clarification or additional information
- For State and Federal agencies, a way to reference the originating office's order number



Visual 4.42

Resource Orders (2 of 2)

Resource orders should also document actions taken on a request:

- Contacts with sources or potential sources for the resource
- The source for the responding resource
- Identification of the responding resource
- Estimated time of arrival
- Estimated cost
- Changes to the order



Unit 4:
Resource Management During the Incident

Visual Description: Resource Orders (2 of 2)

Instructor Notes

Continue by telling the students that resource orders should also document action taken on a request, including, but not limited to:

- Contacts with sources or potential sources for the resource.
- Source for the responding resource.
- Identification of the responding resource (name, ID number, transporting company, etc.).
- Estimated time of arrival.
- Estimated cost.
- Changes to the order made by Command, or the position placing the order.

Explain that this level of detail is often critical in tracking resource status through multiple staff changes and operational periods.



Visual 4.43

Mission Tasking

- Mission tasks are used when the specific resource or resource mix is not known.
- In a mission task:
 - The mission is described in detail.
 - The mix of resources is left to the discretion of the tasked organization.



Unit 4:
Resource Management During the Incident

Visual Description: Mission Tasking

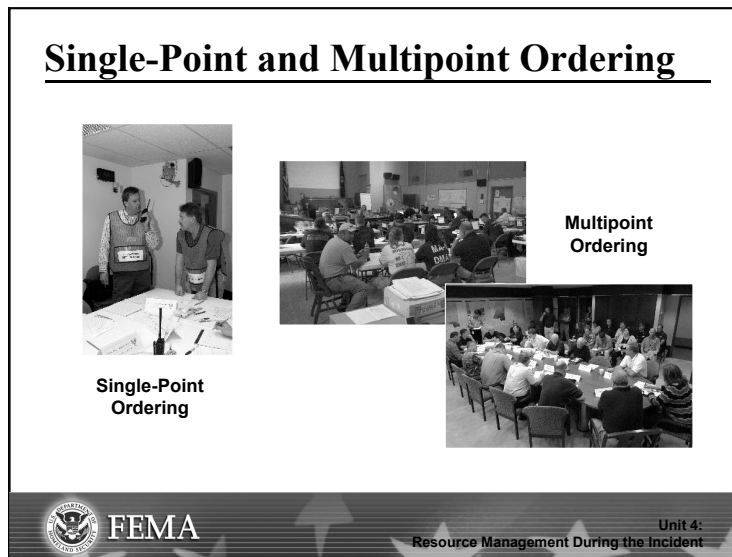
Instructor Notes

Tell the group that, occasionally, incident personnel may not know the specific resource or mix of resources necessary to complete an identified task. In such situations, it may be possible to mission task, rather than request specific tactical or support resources. In a mission task request, the mission is described in detail, and the mix of resources and support to complete the mission is left to the discretion of the agency with which the order is placed.

For example, most local government entities use a mission tasking approach with the American Red Cross when they request that a shelter be opened. In such cases, the incident will describe the population needing shelter (location, size, special needs, and estimated timeframe), and the American Red Cross will select an appropriate facility and provide staff, equipment, supplies, and other resources necessary to manage the shelter. It also assumes any liability associated with the operation of the shelter. Liability is subject to specific State law.



Visual 4.44



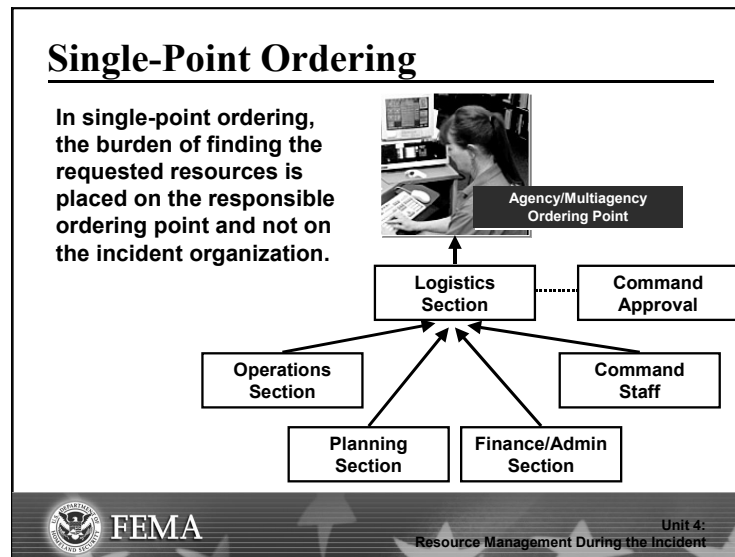
Visual Description: Single-Point and Multipoint Ordering

Instructor Notes

Point out to the group that incidents may be supported by single or multiple ordering points. Ordering points may include dispatch centers, normal administrative offices, or MAC entities such as EOCs or Joint Field Offices.



Visual 4.45



Visual Description: Single-Point Ordering

Instructor Notes

Explain that on smaller incidents where only one jurisdiction or agency has primary responsibility for the response, the resource order is prepared at the incident, approved by the Incident Commander, and transmitted to the jurisdiction or agency ordering point. Ways to place the order include:

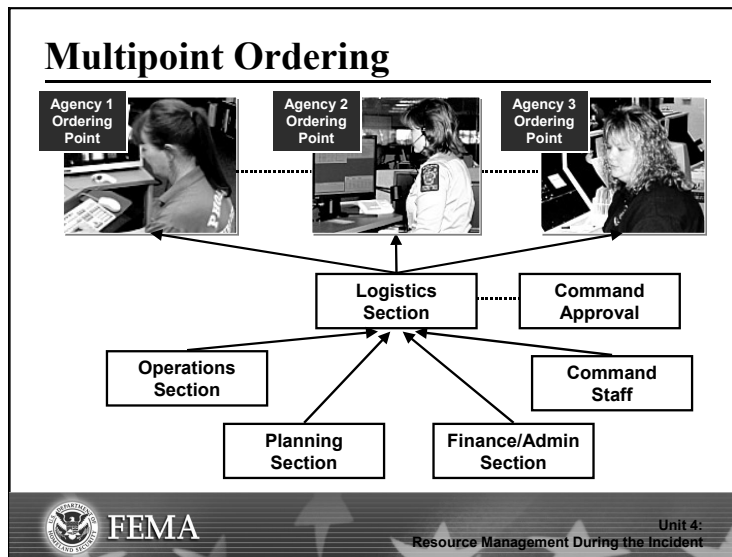
- Voice (by telephone or radio).
- Fax.
- Computer or digital display terminal.

This process is called single-point ordering.

Tell the students that the principle of single-point ordering is that the burden of finding the requested resources is placed on the responsible ordering point and not on the incident organization. From a standpoint of incident workload and ordering efficiency, single-point ordering is by far the most preferred method.



Visual 4.46



Visual Description: Multipoint Ordering

Instructor Notes

Multi-point (off-incident) ordering is when the incident orders resources from several different ordering points and/or the private sector. Multipoint resource ordering should be done only when necessary because it:

- Places a heavier load on incident personnel by requiring them to place orders through two or more ordering points.
- Requires tremendous coordination between and among ordering points, and increases the chances of lost or duplicated orders.




Visual 4.47

Review: Single-Point vs. Multipoint Ordering

What are the advantages of single-point ordering?

Under what circumstances would you use multipoint ordering?

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Unit 4:
Resource Management During the Incident

Visual Description: Review: Single-Point vs. Multipoint Ordering

Instructor Notes

Use the questions on the slide to discuss why single-point ordered is usually preferred, and when multipoint ordering might be appropriate.



Visual 4.48

Check-In (1 of 2)

- Establishes resource accountability.
- Managed by the Resources Unit.
- Personnel may check in at the:
 - Incident base.
 - Camp.
 - Staging area.
 - Resources Unit at the ICP.
 - Helibase.



Unit 4:
Resource Management During the Incident

Visual Description: Check-In (1 of 2)

Instructor Notes

Tell the students that ICS has a simple and effective resource check-in process to establish resource accountability at an incident.

The Resources Unit will establish and conduct the check-in function at designated incident locations. If the Resources Unit has not been activated, the responsibility for ensuring check-in will be with the Incident Commander or Planning Section Chief. Formal resource check-in may be done on an ICS Form 211, Check-In List.

A check-in recorder will be assigned to each location where resources will check in. There are five incident locations where formal check-in can be done:

- Incident Base
- Camp
- Staging Area
- Resources Unit at the Incident Command Post
- Helibase



Visual 4.49

Check-In (2 of 2)

Check-in information is used for:

- Tracking.
- Resource assignment.
- Financial accounting.



Unit 4:
Resource Management During the Incident

Visual Description: Check-In (2 of 2)

Instructor Notes

Continue by telling the group that, while tactical resources may need to report directly to a tactical assignment, they must complete formal check-in as soon as possible. Check-in recorders must have an adequate supply of check-in forms, and be briefed on the frequency for reporting check-in information to the Resources Unit.

Information collected at check-in is used for tracking, resource assignment, and financial purposes, and includes:

- Date and time of check-in.
- Name of resource.
- Home base.
- Departure point.
- Order number and resource filled.
- Resource Leader name and personnel manifest (if applicable).
- Other qualifications.
- Travel method.

Depending on agency policy, the Resources Unit may contact dispatch to confirm the arrival of resources, personnel may contact their agency ordering point to confirm their arrival, or the system may assume on-time arrival unless specifically notified otherwise.



Visual 4.50

Resource Tracking

- Resource tracking is essential for:
 - Personnel safety.
 - Accountability.
 - Fiscal control.
- Responsibility for resource tracking is shared between:
 - The Planning Section.
 - The Operations Section.



Unit 4:
Resource Management During the Incident

Visual Description: Resource Tracking

Instructor Notes

Point out that tracking resources efficiently while they are on the incident is essential for personnel safety, accountability, and fiscal control. Resource tracking responsibilities on the incident are shared between:

- The Planning Section, which is responsible for tracking all resources assigned to the incident and their status (assigned, available, out of service).
- The Operations Section, which is responsible for tracking the movement of resources within the Operations Section itself.



Visual 4.51

Resource Tracking Systems

The system used must:

- Account for overall status of resources.
- Track movement into and out of the “hot zone.”
- Handle day-to-day tracking and track large numbers of multidisciplinary resources.
- Incorporate a backup system.



Unit 4:
Resource Management During the Incident

Visual Description: Resource Tracking Systems

Instructor Notes

Point out that there are many resource tracking systems, ranging from simple status sheets to sophisticated computer-based systems. Regardless of the system used, it must:

- Account for the overall status of resources at the incident.
- Track movement of Operations personnel into and out of the incident "hot zone."
- Be able to handle day-to-day resource tracking, and also be flexible enough to track large numbers of multidisciplinary resources that may respond to a large, rapidly expanding incident.
- Have a backup mechanism in the event that on-scene tracking breaks down.

The more hazardous the tactics being implemented on the incident, the more important it is to maintain accurate resource status information.



Visual 4.52

Demobilization

- Casual for day-to-day assignments
- Complicated and formalized for large disasters or long-term assignments



Unit 4:
Resource Management During the Incident

Visual Description: Demobilization

Instructor Notes

Introduce this topic by telling the group that during day-to-day operations, incident demobilization is usually a casual affair. As resources complete their assignments, they are returned to service through normal dispatch procedures.

During disasters, where resources may come from other agencies and jurisdictions and/or travel some distance to reach the incident, demobilization becomes more complicated and should be formalized to ensure both safety and efficiency.



Visual 4.53

Demobilization Planning

Key factors:

- **Safety**. Avoid “first in, last out.”
- **Cost**. Monitor expensive resources carefully.

Evaluate personnel for fatigue
before release.



Unit 4:
Resource Management During the Incident

Visual Description: Demobilization Planning

Instructor Notes

Point out that on single-agency and/or smaller incidents, the planning and the process of demobilization may be quite simple and will not require a formal written demobilization plan or a Demobilization Unit to prepare it. Even at the most basic level, demobilization should take into account two factors:

- **Safety**: Organizations should watch for “first in, last out” syndrome. Resources that were first on scene should be considered for early release. They should also be evaluated for fatigue and the distance they will need to travel to their home base prior to release.
- **Cost**: Expensive resources should be monitored carefully to ensure that they are released as soon as they are no longer needed, or if their task can be accomplished in a more cost-effective manner.



Visual 4.54

Demobilizing Incident Personnel

- Be aware of potential liability issues.
- Activate a Demobilization Unit and prepare a written demobilization plan for:
 - Large incidents.
 - Incidents that may have tactical resources from several jurisdictions or agencies.
 - Incidents where there has been extensive integration of multijurisdiction or agency personnel.



Unit 4:
Resource Management During the Incident

Visual Description: Demobilizing Incident Personnel

Instructor Notes

Tell the group that incident personnel are considered under incident management and responsibility until they reach their home base or new assignment. In some circumstances, this may also apply to contracted resources. For liability reasons, it is important that the incident organization mitigate potential safety issues (such as fatigue) prior to letting resources depart for home.

On large incidents, especially those which may have personnel and tactical resources from several jurisdictions or agencies, and where there has been an extensive integration of multijurisdiction or agency personnel into the incident organization, a Demobilization Unit within the Planning Section should be established early in the life of the incident. A written demobilization plan is essential on larger incidents.



Visual 4.55

Demobilizing Nonpersonnel Resources

- Report resources that are no longer needed to the Section Chief.
- The Operations Section Chief and Demobilization Unit will agree on release priorities.
- The Incident Commander will approve based on incident needs.



Unit 4:
Resource Management During the Incident

Visual Description: Demobilizing Nonpersonnel Resources

Instructor Notes

Point out that resources no longer needed within each Section should be reported to the Section Chief as soon as it is determined that the need for them no longer exists.

In coordination with the Operations Section Chief, the Demobilization Unit, if established, may recommend release priorities for the Incident Commander's approval based upon continuing needs both on and off the incident. The Operations Section will ensure that demobilization planning provides adequate reserve resources.



Visual 4.56

Release Priorities

- Release priorities and processes differ by agency.
- Demobilization should incorporate followup actions required before release:
 - Stress management
 - Medical checkups
 - Performance evaluations
 - Equipment servicing



Unit 4:
Resource Management During the Incident

Visual Description: Release Priorities

Instructor Notes

Agencies will differ in how they establish release priorities for resources assigned to an incident. An example of release priorities might be (in order of release):

- Contracted or commercial resources.
- Mutual-aid resources.
- First-in agency resources.
- Resources needed for cleanup or rehabilitation.
- Command and General Staff needed to complete final incident package.

Also, the process for demobilization of resources from an incident will vary by agency and incident. Demobilization should incorporate any followup actions that may be needed prior to release from the incident, including stress management and other medical debriefings, personnel performance evaluations, equipment servicing, safety checks, etc. Participants at an incident should expect to see and accept the differences reflected by agency policy.




Visual 4.57

Key Resource Management Considerations

- Safety
- Personnel accountability
- Managerial control
- Adequate reserves
- Cost



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Unit 4:
Resource Management During the Incident

Visual Description: Key Resource Management Considerations

Instructor Notes

Tell the group that safety, personnel accountability, managerial control, adequate reserves, and cost are all key considerations that must be taken into account when managing incident resources.

Explain that a basic principle of resource management is that resource actions at all levels of the organization must be conducted in a safe manner. This includes ensuring the safety of:

- Responders to the incident.
- Persons injured or threatened by the incident.
- Volunteers assisting at the incident.
- News media and other nonresponders who are on scene observing the incident.

Current laws, liability issues, and future trends will continue to place additional emphasis on personnel safety.

Continue by telling the group that ICS provides a unity of command structure that allows supervisors at every level to know exactly who is assigned and where they are assigned. If the management process is followed, and the principles of ICS maintained, all resources will be fully accounted for at all times.

ICS has a built-in process that allows resource managers at all levels to assess performance and the adequacy of current action plans constantly. Strategies and actions to achieve objectives can and must be modified at any time if necessary. Information exchange is encouraged across the organization. Direction is always through the chain of command.

Assignment of resources to the Incident Base, Camps, and Staging Areas provides the means to maintain adequate reserves. Reserves can always be increased or decreased in Staging Areas to meet anticipated demands.

Incident-related costs must always be a major consideration. The Incident Commander must ensure that objectives are being achieved through cost-effective strategy selection, and selection of the right kind, type, and right number of resources. Careful documentation of all incident-related expenditures is critical in any event where reimbursement may be part of the recovery process.



Visual 4.58

The Cost Unit

Responsible for:

- Obtaining and recording all cost information.
- Preparing incident cost summaries.
- Preparing resource cost estimates for planning.
- Making recommendations for cost savings.



Unit 4:
Resource Management During the Incident

Visual Description: The Cost Unit

Instructor Notes

Point out that the Finance/Administration Section's Cost Unit has the responsibility for:

- Obtaining and recording all cost information.
- Preparing incident cost summaries.
- Preparing resource use cost estimates for planning.
- Making recommendations for cost savings.

The Cost Unit can assist the IC in ensuring a cost-effective approach to incident resource management, and should be activated on any large or prolonged incident. Resource managers must be constantly aware that the decisions they make regarding the use of personnel and equipment resources will not only affect the timely and satisfactory conclusion of the incident, but also may have significant cost implications.



Visual 4.59

Summary and Transition

Resource management processes:

- System activation
- Dispatch
- Access to the incident
- Incident transitions
- Resource needs



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Unit 4:
Resource Management During the Incident

Visual Description: Summary and Transition

Instructor Notes

Summarize this unit by reminding the students that the unit covered the key resource management processes from initial dispatch through supply replenishment.

Transition to the next unit by telling the group that Unit 5 will cover resource management at complex incidents.

Ask if anyone has any questions before continuing.

Unit 5: The Complex Incident

Objective

At the end of this unit, the students should be able to list the issues that accompany an Incident of National Significance.

Scope

- Introduction and Unit Overview
 - Unit Objective
 - Incidents of National Significance
 - Characteristics of Incidents of National Significance
 - Incident and Incident Management Team Types
 - Incident Types
 - Coordinating Resources
 - Coordinating Resources: A Four-Step Process
 - Step 1: Complete the Sizeup
 - Step 2: Develop Incident Objectives
 - Step 3: Prioritize and Allocate Resources
 - Step 4: Determine Additional Steps
 - Mobilizing Resources
 - Dealing With Convergence Issues
 - State and National Mobilizations
 - Dealing With State and National Mobilizations
 - Donations and Volunteer Assistance
 - VIP Visits
 - Self-Dispatched Resources
 - Class Discussion: Learning From Past Incidents
 - Summary and Transition
-

Methodology

After introducing the unit objective, the Instructor will describe the differences between “garden variety” emergencies and complex incidents, focusing on Incidents of National Significance. He or she will describe the characteristics of Incidents of National Significance, making the connection between large, national incidents and Incident Management Team types and introducing the five incident types.

Next, the Instructor will turn to the importance of coordinating resources at complex incidents, introducing a four-step process for resource coordination and stressing the importance of staying within the chain of command throughout the coordination cycle.

Methodology (Continued)

Then, the Instructor will describe resource mobilization, focusing on the main issues that arise during the mobilization process. At the end of this topic, the Instructor will facilitate a class discussion of lessons learned from Incidents of National Significance and how the students can apply those lessons learned in their jurisdictions.

At the end of this unit, the Instructor will summarize the key points from the unit and transition to Unit 6.

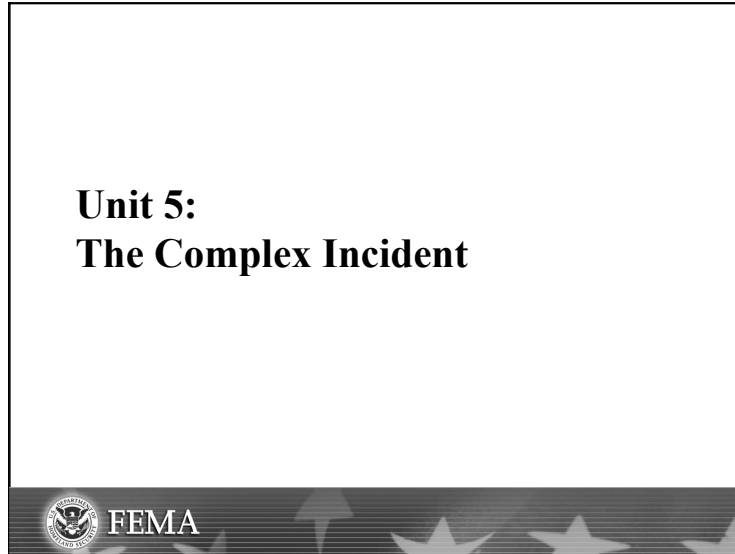
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Incidents of National Significance	10 minutes
Incident and Incident Management Team Types	15 minutes
Coordinating Resources	20 minutes
Mobilizing Resources	45 minutes
Class Discussion: Learning From Past Incidents	20 minutes
Summary and Transition	5 minutes
Total Time	2 hours



Visual 5.1



Visual Description: Unit 5: The Complex Incident

Instructor Notes

Introduce this unit by telling the group that in previous units, they learned about the evolution of incidents from routine operations through major events. They also learned about the resource-ordering process from the FEMA Regional Response Coordination Center (RRCC), and the flow of information that ensures that resource accountability is present at all levels.



Visual 5.2

Unit 5 Objective

List the issues that accompany an Incident of National Significance.



Unit 5:
The Complex Incident

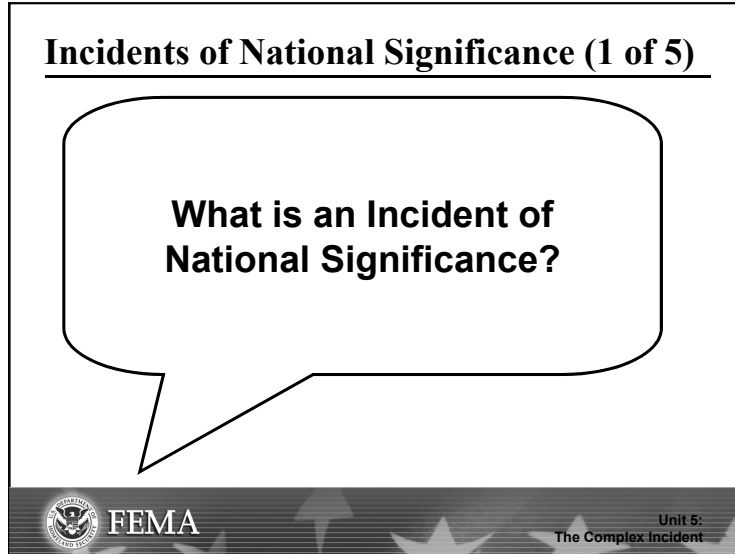
Visual Description: Unit 5 Objective

Instructor Notes

At the end of this unit, the students should be able to list the issues that accompany an Incident of National Significance.



Visual 5.3



Visual Description: Incidents of National Significance (1 of 5)

Instructor Notes

Introduce this topic by asking the group:

What is an Incident of National Significance?

Allow the students time to respond. Display the next visual to summarize the discussion.



Visual 5.4

Incidents of National Significance (2 of 5)

- Actual or potential high-impact events . . .
- Requiring a coordinated and effective response by . . .
- Federal, State, local, tribal, nongovernmental, and/or private-sector entities . . .
- To save lives, minimize damage, and provide for long-term recovery and mitigation.



Unit 5:
The Complex Incident

Visual Description: Incidents of National Significance (2 of 5)

Instructor Notes

If not mentioned by the group, explain that the National Response Plan (NRP) describes Incidents of National Significance as:

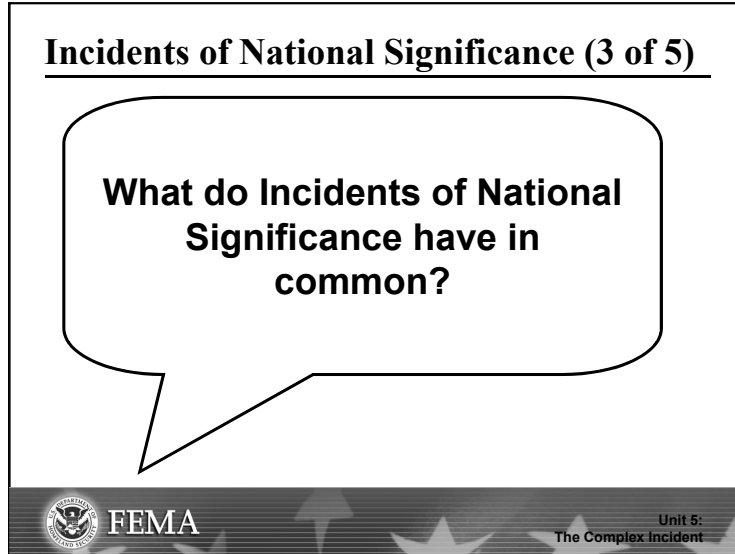
- Actual or potential high-impact events . . .
- Requiring a coordinated and effective response by . . .
- Federal, State, local, tribal, nongovernmental, and/or private-sector entities . . .
- To save lives, minimize damage, and provide for long-term recovery and mitigation.

Point out that the concept of Incidents of National Significance resulted from 9/11, but that most Incidents of National Significance are not terrorism related. Provide several examples of Incidents of National Significance:

- The Olympic Games
- National political conventions
- Hurricane Katrina



Visual 5.5



Visual Description: Incidents of National Significance (3 of 5)

Instructor Notes

Ask the group:

What do Incidents of National Significance have in common?

Allow the group time to respond. Summarize the characteristics of Incidents of National Significance using the next two visuals.



Visual 5.6

Incidents of National Significance (4 of 5)

- Involve more than one agency.
- May involve more than one political jurisdiction.
- Have the most complex management and communications problems.
- Require more experienced, qualified supervisory personnel.
- Require the long-term commitment of large numbers of tactical and support resources.
- Cause more injury, illness, and death.



Unit 5:
The Complex Incident

Visual Description: Incidents of National Significance (4 of 5)

Instructor Notes

Tell the students that, by definition, an Incident of National Significance is an incident that is well beyond business as usual. Incidents of National Significance have some or all of the following characteristics:

- Involve more than one agency (often many).
- May involve more than one political jurisdiction.
- Have the most complex management and communication problems.
- Require more experienced supervisory personnel.
- Require the long-term commitment of large numbers of tactical and support resources.
- Cause more injury, illness, and death.



Visual 5.7

Incidents of National Significance (5 of 5)

- Have potential to produce the most damage to property and the environment.
- Have extreme elements of crisis/psychological trauma.
- Last longer.
- Are the most costly to control.
- Require extensive mitigation, recovery, and rehabilitation.
- Have greater media interest.
- May require management of volunteers and donations.

Unit 5:
The Complex Incident

Visual Description: Incidents of National Significance (5 of 5)

Instructor Notes

Continue describing the characteristics of an Incident of National Significance. They:

- Have the potential to produce the most damage to property and the environment.
- Have extreme elements of crisis/psychological trauma that diminish human capacity to function.
- Last longer.
- Are the most costly to control.
- Require extensive mitigation, recovery, and rehabilitation.
- Have greater media interest.
- May require management of volunteers and donations, both solicited and unsolicited.

Summarize this discussion by reminding the students that Incidents of National Significance are inherently complex, presenting special issues to both command and coordination personnel. While the details of any given Incident of National Significance will vary depending on hazard and location, the characteristics we just discussed will hold true to some degree for all.

Tell the students to keep these characteristics in mind throughout the unit.



Visual 5.8

Incident and IMT Types

- DHS is working with response organizations to:
 - Refine incident characteristics.
 - Correlate them to the configuration, skill requirements, and experience levels for Incident Management Teams (IMTs).
- This unit will focus on Type 1 and Type 2 incidents.



Unit 5:
The Complex Incident

Visual Description: Incident and Incident Management Team Types

Instructor Notes

Tell the group that the Department of Homeland Security is working with other response organizations to:

- Refine incident characteristics.
- Correlate them to the configuration, skill levels, and experience requirements that the assigned Incident Management Team (IMT) should have.

Note: Emphasize that Incidents of National Significance are the only instances in which the resource type corresponds to the incident type.

Explain that the sections that follow will describe:

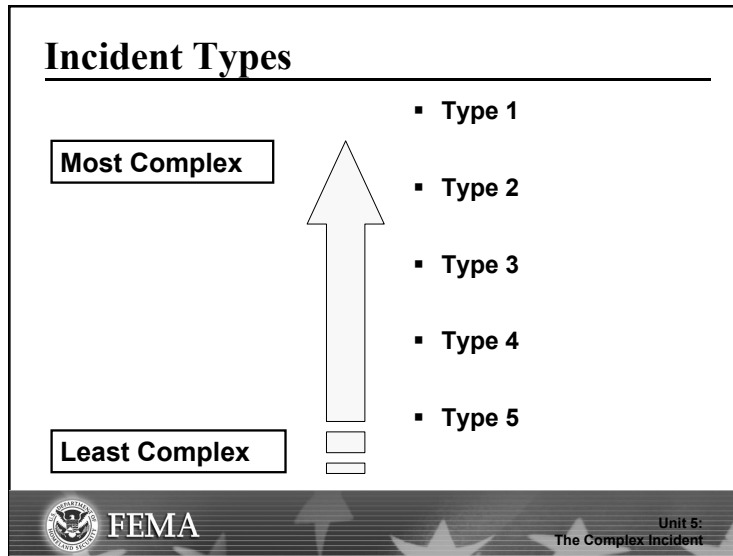
- Incidents from the least to the most complex.
- The type of Incident Management Team that might be assigned to manage them.

This unit will focus mostly on Type 1 and Type 2 incidents—those that are the most complex and offer the greatest resource management challenges.

Stress that Incidents of National Significance have major implications for both jurisdictions that experience such incidents and agencies that provide assistance to them. The remainder of this unit will explore strategies for resource management during Type 1 Incidents and/or Incidents of National Significance.



Visual 5.9



Visual Description: Incident Types

Instructor Notes

Tell the group that there are five types of incidents. Explain that each type is numbered, based on incident complexity, with Type 1 being the most complex incident.

Note: Point out that Incidents of National Significance need not be Type 1 incidents. Incidents of National Significance may have the potential to become Type 1 incidents, but State, Federal, and private-sector assets may become involved in Type 3 or Type 2 incidents, depending on the incident and its potential to grow.

Explain that each incident type will be covered in this topic.



Visual 5.10

Type 5 Incidents

- Can be handled with one or two single resources (up to six personnel).
- Command and General Staff positions, other than the IC, are not activated.
- A written IAP is not required.
- Typically contained within 1-2 hours.



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Unit 5:
The Complex Incident

Visual Description: Type 5 Incidents

Instructor Notes

Describe the characteristics of a Type 5 incident:

- The incident can be handled with one or two single resources with up to six personnel.
- Command and General Staff positions (other than the Incident Commander) are not activated.
- A written IAP is not required.
- The incident is typically contained within an hour or two after resources arrive on scene.

Provide several examples of Type 5 incidents:

- A vehicle fire
- An injured person
- A police traffic stop



Visual 5.11

Type 4 Incidents

- Command and General Staff are activated as needed.
- Several resources are required to mitigate the incident.
- The incident is typically contained within one Operational Period.
- The Agency Administrator may have briefings.
- No written IAP is required, but documented operational briefings are completed for all incoming resources.



Unit 5:
The Complex Incident

Visual Description: Type 4 Incidents

Instructor Notes

Continue by describing the characteristics of a Type 4 incident:

- Command Staff and General Staff functions are activated only if needed.
- Several resources are required to mitigate the incident, possibly including Task Forces and Strike Teams.
- The incident is typically contained within one Operational Period in the control phase, usually within a few hours after resources arrive on scene.
- The Agency Administrator may have briefings and ensure that the complexity analysis and delegation of authority are updated.
- No written IAP is required, but a documented operational briefing will be completed for all incoming resources.



Visual 5.12

Type 3 Incidents

- Some or all Command and General Staff and other ICS positions are activated.
- A Type 3 IMT manages the incident until:
 - Containment/control is achieved.
 - Command is transferred to a Type 2 or Type 1 IMT.
- The incident extends into multiple Operational Periods.
- A written IAP is required.

Unit 5:
The Complex Incident

Visual Description: Type 3 Incidents

Instructor Notes

Tell the students that, when incident needs exceed the capability of the initially assigned resources, the appropriate ICS positions should be added to match the complexity of the incident. Then, tell the group the characteristics of Type 3 incidents.

- Some or all of the Command and General Staff positions may be activated, as well as Division/Group Supervisors and/or Unit Leader level positions.
- A Type 3 IMT or incident command organization manages initial incident actions, employing a significant number of resources until containment/control is achieved or until it is determined that the incident is expanding and a transition to a Type 2 or Type 1 team is required.
- The incident typically extends into multiple Operational Periods.
- A written IAP is typically required for each Operational Period.

Point out that State and/or Federal resources may become involved in a Type 3 incident if it has the potential to grow into a Type 2 or Type 1 incident or if specialized resources that are outside the capabilities of local government are required.



Visual 5.13

Type 2 Incidents

- Most or all Command and General Staff positions are filled.
- A written IAP is required for each Operational Period.
- Many functional units are needed and staffed.
- Operations personnel normally do not exceed 200 per Operational Period and total incident personnel do not exceed 500.
- The Agency Administrator is responsible for complexity analysis, briefings, and written delegations of authority.

Unit 5:
The Complex Incident

Visual Description: Type 2 Incidents

Instructor Notes

Tell the group that a Type 2 incident may require the response of out-of-area resources, including regional and/or national resources to manage operations effectively. The characteristics of a Type 2 incident include:

- Most or all of the Command and General Staff positions are filled.
- A written IAP is required for each Operational Period.
- Many of the functional units are needed and staffed.
- Operations personnel normally do not exceed 200 per Operational Period, and total incident personnel do not exceed 500. (Note that these numbers are guidelines only.)
- The Agency Administrator is responsible for the incident complexity analysis, Agency Administrator briefings, and written delegations of authority.

Explain that Type 2 incidents typically are of regional significance. State, Federal, NGO, and private-sector resources will typically be required.



Visual 5.14

Type 1 Incidents

- All Command and General Staff positions are activated.
- Operations personnel exceed 500 per Operational Period, and total personnel exceed 1,000.
- Branches may be required.
- The Agency Administrator will conduct briefings and ensure the complexity analysis and delegations of authority are updated.
- Resource advisors at the Incident Base are recommended.
- There is a high impact on the local jurisdiction.

Unit 5:
The Complex Incident

Visual Description: Type 1 Incidents

Instructor Notes

Tell the group that Type 1 incidents are the most complex, requiring national resources to manage and operate safely and effectively. Type 1 incident characteristics are listed below:

- All Command and General Staff positions are activated.
- Operations personnel often exceed 500 per Operational Period, and total personnel will usually exceed 1,000.
- Branches may need to be established.
- The Agency Administrator will conduct briefings and ensure that the complexity analysis and delegations of authority are updated.
- Use of resource advisors at the Incident Base is recommended.
- There is a high impact on the local jurisdiction, requiring additional staff for office administrative and support functions.

Emphasize that Type 1 incidents are typically Incidents of National Significance.



Visual 5.15

Coordinating Resources

Resources are coordinated among various entities, to include:

- Local, State, and Federal EOCs.
- MAC Groups.
- FEMA RRCCs.
- JFOs.
- NRP agencies.
- DHS.



Unit 5:
The Complex Incident

Visual Description: Coordinating Resources

Instructor Notes

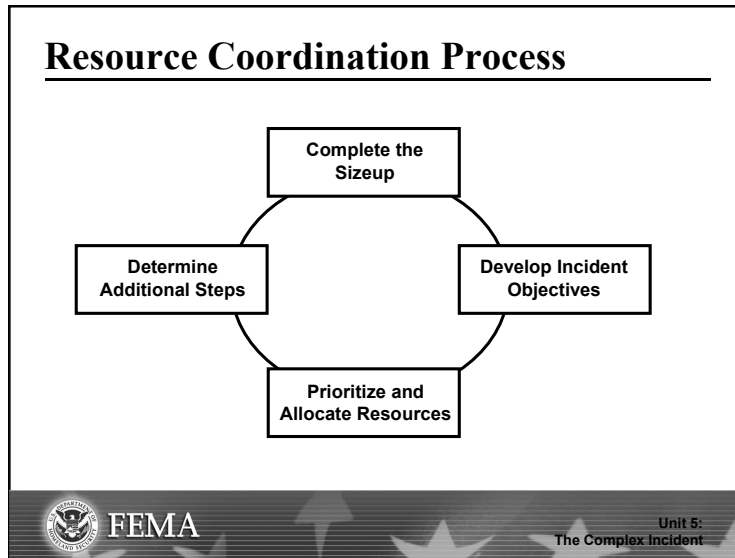
Tell the group that the process for coordinating resources for Incidents of National Significance dovetails with that used for smaller incidents. However, most of the action takes place within the coordination entities. These entities include but are not limited to:

- Local, State, and Federal EOCs.
- MAC Groups.
- FEMA Regional Response Coordination Centers (RRCCs).
- Joint Field Offices (JFOs).
- National Response Plan (NRP) agencies.
- Department of Homeland Security (DHS).

Remind the group that the authority and structure of EOCs, coordination entities, etc., vary from agency to agency and jurisdiction to jurisdiction.



Visual 5.16



Visual Description: Resource Coordination Process

Instructor Notes

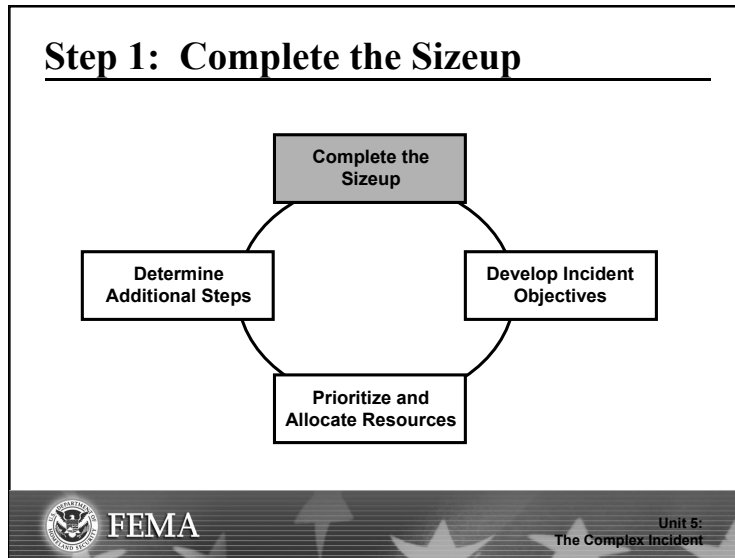
Use this visual to introduce the four-step process used to coordinate incident resources:

1. Complete a thorough assessment or sizeup.
2. Develop incident objectives.
3. Prioritize and allocate scarce resources.
4. Determine additional steps required.

Each step in the process will be covered in this unit.



Visual 5.17



Visual Description: Step 1: Complete the Sizeup

Instructor Notes

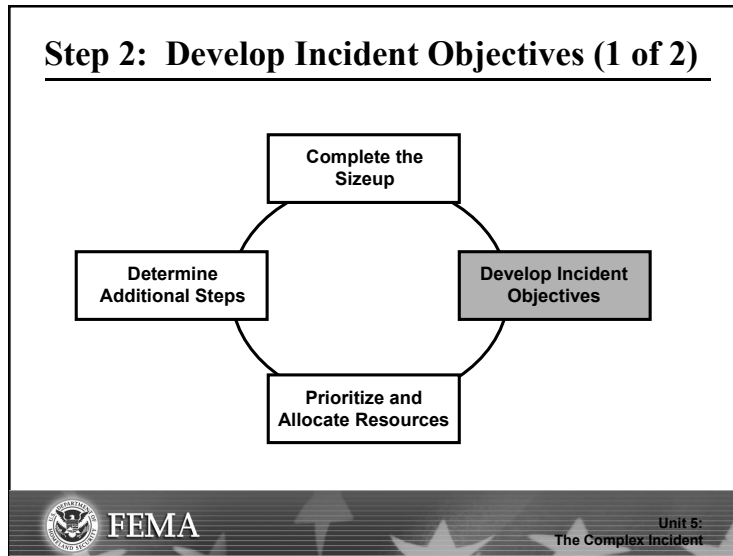
Tell the group that the first step in coordinating resource needs is to complete a thorough assessment or sizeup of the current incident situation and future incident potential. Explain that the scope and details of this assessment depend on the jurisdictional level of the organization.

Provide the following example:

A County EOC must have a detailed understanding of the status of all jurisdictions and current incidents within its purview, and a good understanding of the status in surrounding counties. It should also maintain a general awareness of national conditions, especially for situations that may affect resource availability.



Visual 5.18



Visual Description: Step 2: Develop Incident Objectives (1 of 2)

Instructor Notes

Continue by telling the students that at the incident, the Incident Commander develops incident objectives. For the supporting coordination entities, these objectives may translate into requests for additional resources.

One of the characteristics of Incidents of National Significance is that there is competition for limited critical resources. To allocate these resources appropriately, the MAC entity must be able to prioritize the needs of multiple incidents happening simultaneously. Incident prioritization may be accomplished at any of a number of entities, including Area Command—a command entity designed to direct and coordinate the activities of several incidents in close proximity.

Explain that the benefits of using an Area Command at a complex incident include the following:

- Much of the cross-incident coordination typically performed by each Incident Commander is accomplished at the Area Command level. Using an Area Command allows the Incident Commanders and their incident management teams to focus their attention on their incident objectives, strategies, and tactics.
- Area Command sets priorities between incidents and ensures efficient resource use. Critical resources are allocated by the overall priorities established by the agency officials. Competition among incidents for critical resources is avoided. Often, agency dispatchers will recognize cross-incident coordination problems first.



Visual 5.19

Step 2: Develop Incident Objectives (2 of 2)

Incident prioritization can take place at MAC entities, including:

- Dispatch Centers.
- Local EOCs.
- MAC Groups.

Life safety issues are the highest priority.



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Unit 5:
The Complex Incident

Visual Description: Step 2: Develop Incident Objectives (2 of 2)

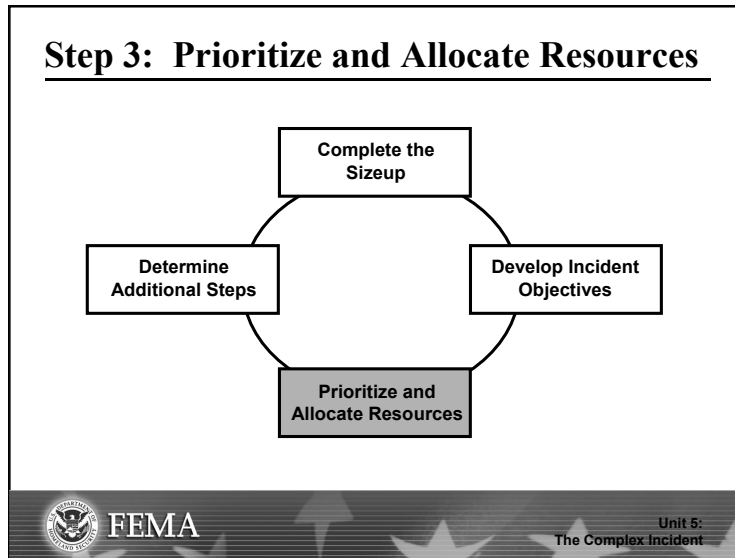
Instructor Notes

Point out that in addition to Area Command, incident prioritization can take place in MAC entities such as:

- Dispatch Centers, which may prioritize incidents as resources are drawn down during a disaster.
- Local EOCs, which frequently perform incident prioritization for the incidents within their jurisdictions.
- MAC Groups, which are usually organized to prioritize interagency or multijurisdiction responses.



Visual 5.20



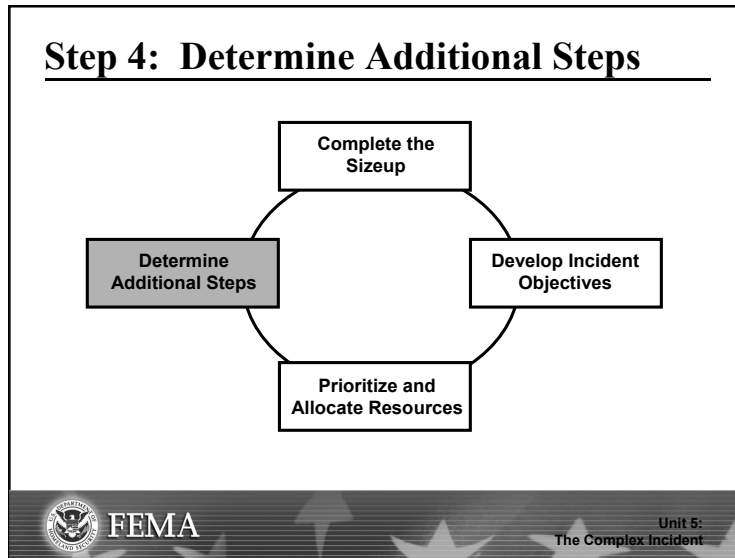
Visual Description: Step 3: Prioritize and Allocate Resources

Instructor Notes

Explain that the third step is to prioritize and allocate scarce resources according to priority. Wherever incident prioritization is being accomplished, the MAC entities use life safety issues as their highest priority.



Visual 5.21



Visual Description: Step 4: Determine Additional Steps

Instructor Notes

Tell the group that the fourth step is to determine additional steps that need to be taken. Possible steps could include:

- Mission taskings to other organizations for resources.
- Making policy decisions to assist in the response.
- Allocating donated goods and services, etc.



Visual 5.22

Mobilizing Resources

During Incidents of National Significance, resource mobilization becomes more complex as:

- More agencies and levels of government become involved.
- More incidents require assistance.
- Supply lines and response times get longer.
- More resources mobilize.



Unit 5:
The Complex Incident

Visual Description: Mobilizing Resources

Instructor Notes

Introduce this topic by telling the students that during Incidents of National Significance, resource mobilization becomes complex as:

- More agencies and levels of government become involved.
- More incidents require assistance.
- Supply lines and response times get longer.
- More resources mobilize.

Stress that responding to the increased workload associated with the coordination effort has an impact on dispatch and EOC staff, and other MAC entities, that is frequently underestimated.

Point out that maintaining ordering discipline within the coordination chain will assist in avoiding duplication of effort, additional expenses, and lost requests. However, it is important to remember that in some Incidents of National Significance, State and Federal resources may take up to 72 hours to arrive.



Visual 5.23

Dealing With Convergence Issues

Convergence issues may result from:

- Local resources converging at the scene.
- State and Federal agency resources converging at the scene.
- Unsolicited donations and emergent volunteers.
- VIP visits.



Unit 5:
The Complex Incident

Visual Description: Dealing With Convergence Issues

Instructor Notes

Tell the group that convergence is the result of unstructured response to an incident. Convergence can come from several sources, and may severely hamper emergency response activities, as well as place an enormous logistical burden on an already burdened system. Convergence may also provide unexpected benefits, especially in the period of time between the occurrence of the incident and the arrival of State and Federal resources.

Convergence issues may result from any or all of the following:

- Local resources—both requested resources, and well-intentioned freelancing and self-dispatched emergency responders.
- State and Federal agency resources—both requested resources, and self-dispatched resources from field offices close to the disaster.
- Unsolicited donations and emergent volunteers arriving at the scene unexpectedly.
- VIP visits. Incident scenes often become a magnet for VIPs—from the mayor to Members of Congress and Senators to the President—who arrive to check the status of the response and determine their constituents' unmet needs.



Visual 5.24

Emergency Response Convergence (1 of 2)

- Under routine conditions, responder convergence:
 - Causes unnecessary exposure to hazards.
 - Makes access more difficult.
 - Complicates resource accountability and tracking.
- During major events, congestion can become aggravated by self-dispatched and freelancing personnel.



Unit 5:
The Complex Incident

Visual Description: Emergency Response Convergence (1 of 2)

Instructor Notes

Even under "normal" incident conditions, the emergency scene can rapidly become clogged with apparatus, command staff vehicles, and bystanders. Such congestion:

- Causes unnecessary exposure to hazards (including incidents where responders may be the primary or secondary target).
- Makes access difficult for resources that are needed for the response.
- Complicates resource accountability and tracking.

During major events, this "normal" congestion can become aggravated by self-dispatched and freelancing emergency responders. Well intentioned as such responses may be, they cause serious problems. Convergence resulting from self-dispatch can have catastrophic consequences, as was the case in the World Trade Center attacks of 9/11.



Visual 5.25

Emergency Response Convergence (2 of 2)

Emergency responder convergence may also:

- Deplete reserve resources.
- Compromise mutual aid assistance.
- Interfere with evacuation.
- Hamper access of requested resources.
- Make it impossible to protect resources.



Unit 5:
The Complex Incident

Visual Description: Emergency Response Convergence (2 of 2)

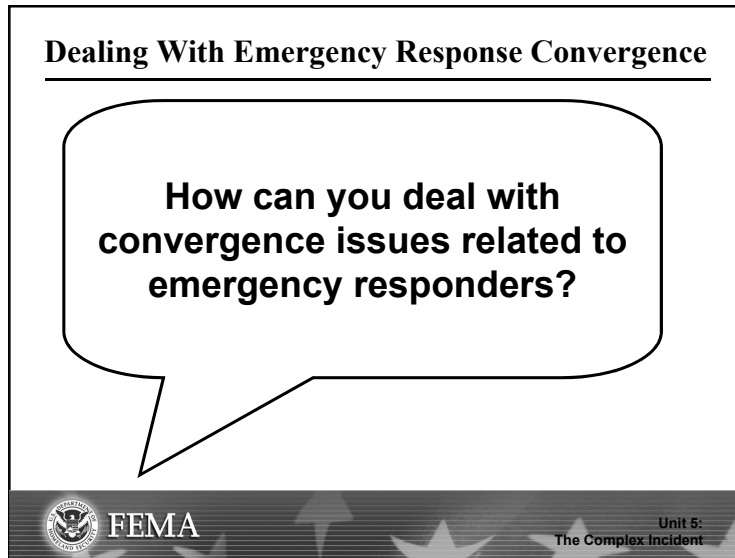
Instructor Notes

Continue by telling the students that, in addition to those issues already noted, such emergency responder convergences may:

- Deplete reserve resources that are needed to provide continued services to the community.
- Compromise service to mutual-aid communities and disrupt orderly backup/moveup coverage.
- Interfere with evacuation.
- Hamper access of formally requested resources.
- Make it impossible to protect responders from additional threats.



Visual 5.26



Visual Description: Dealing With Emergency Response Convergence

Instructor Notes

Ask the group:

How can you deal with convergence issues related to emergency responders?

Allow the group time to respond. Display the next visual as you summarize the discussion.



Visual 5.27

Emergency Response Convergence: Strategies

- Develop local and regional capability to augment and sustain a reinforced response.
- Develop a plan for continued public safety.
- Establish and reinforce perimeters.
- Establish and enforce an access-control plan.
- Develop, establish, and enforce coordinated traffic management and evacuation plans.
- Establish and enforce Staging Areas.



Unit 5:
The Complex Incident

Visual Description: Emergency Response Convergence: Strategies

Instructor Notes

Point out that there are several strategies for dealing with emergency responder convergence at the incident scene. These strategies include:

- Develop a local and regional capability to augment and sustain a reinforced response for up to 72 hours. This capability should be accompanied by instituting and enforcing policies governing self-dispatch and freelancing. Self-dispatch may be unavoidable—even necessary under certain extreme conditions, and should be part of the planning process. Freelancing represents an unacceptable risk, and should be discouraged.
- Develop a plan for the provision of continued public safety services. This plan should include policies and procedures for the orderly recall of personnel, as well as a policy to define the deployment of personnel to assist other agencies in times of emergency. Stress the need to include backup for EOC personnel as well as emergency responders and ICS staff.
- Establish and enforce inner and outer perimeters. Exclude freelancing or self-dispatched resources as well as unauthorized civilian or volunteer access.
- Establish and enforce a controlled access plan for authorized personnel. This plan may require strategies, such as badges with differing colors indicating access areas, immediate access to large quantities of fencing materials, etc.

- Develop, establish, and enforce a coordinated traffic management and evacuation plan.
- Establish and enforce Staging Areas. Resources that have not been formally requested and designated as available for immediate deployment should not be permitted in Staging Areas.



Visual 5.28

State and National Mobilizations

- May take up to 72 hours to arrive.
- Can cause convergence issues even when self-sufficient.
- May need special assistance from local jurisdictions.



Unit 5:
The Complex Incident

Visual Description: State and National Mobilizations

Instructor Notes

Tell the students that while interstate Emergency Management Assistance Compacts (EMACs) and the NRP provide vital resources to overwhelmed jurisdictions, their arrival can cause additional convergence issues. Even resources such as Urban Search and Rescue (US&R) Task Forces, which come prepared to be self-sufficient for 72 hours, will need a secure location in which to store equipment, conduct planning, eat, and sleep.

Other resources, such as Disaster Mortuary Operations Response Teams (DMORTs) and National Transportation Safety Board (NTSB) accident investigation teams, may need specific kinds of support from local government, including special facilities and utility needs, and security assistance.

Point out that most Federal resources arrive with a full contingent of personnel, equipment, and supplies so that they are able to deploy immediately. A review of the components of the Federal US&R Task Forces reveals how significant the amount of resources may be.



Visual 5.29



Visual Description: Dealing With State and National Mobilizations

Instructor Notes

Ask the group:

What can you do to mitigate convergence issues related to State and national mobilizations?

Allow the group time to respond. Summarize the discussion using the next visuals.



Visual 5.30

Strategies for State/National Deployments (1 of 3)

- Ensure that Statewide agreements include full instructions.
- Review and assess support requirements of national assets.
- Develop a plan to integrate State and Federal assets into incident operations.
- Establish personal relationships with State and Federal officials.
- Identify suitable locations for key facilities.

Unit 5:
The Complex Incident

Visual Description: Strategies for State/National Deployments (1 of 3)

Instructor Notes

Tell the students that some potential strategies for State and national deployments include:

- Ensuring that Statewide mutual-aid agreements include instructions on:
 - Staging.
 - Standards for ensuring interoperability of equipment and communication.
 - The expected degree of self-sufficiency.
 - The specific support expected from the host jurisdiction.
- Reviewing and assessing the support requirements of frequently deployed national resources.
- Developing a plan to integrate State and Federal assets into incident operations. Plan for the use of Unified Command and interdisciplinary tactical operations.
- Where possible, establishing personal relationships with State and Federal officials likely to respond to an Incident of National Significance. Training and exercising together will help develop those relationships.
- Identifying suitable locations for key facilities, including remote Staging Areas, Incident Bases, receiving and distribution centers, and mobilization centers.



Visual 5.31

Strategies for State/National Deployments (2 of 3)

Facilities needed to support State/national deployments may include:

- Airports/heliports.
- Aircraft hangars.
- Warehouses.
- Large parking lots.
- Campgrounds.
- Hotels, motels, and dorms.
- Office space.
- Conference space.



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Unit 5:
The Complex Incident

Visual Description: Strategies for State/National Deployments (2 of 3)

Instructor Notes

Continue telling the students that, during State and national deployments, they will need to identify the facilities necessary to support State and Federal mobilizations. These may include, but not be limited to:

- Airports and heliports.
- Aircraft hangars.
- Warehouses.
- Large parking lots.
- Campgrounds.
- Hotels, motels, and dormitories.
- Office space.
- Conference space.



Visual 5.32

Strategies for State/National Deployments (3 of 3)

Consider incident and “off-incident” facilities.

Also consider requirements for support services:

- Security
- Parking
- Access
- Utilities
- Food, sanitation, lodging
- Janitorial and trash service



Unit 5:
The Complex Incident

Visual Description: Strategies for State/National Deployments (3 of 3)

Instructor Notes

Explain that facilities will be required for the incident itself, including the Incident Command Post, Staging Areas (run by Operations), and Incident Bases (managed by Logistics). Point out that facilities are also needed “off-incident,” such as receiving and distribution and mobilization/demobilization centers, where resources are gathered, housed, and supported while awaiting specific incident assignments, and locations for Disaster Recovery Centers (DRCs), Joint Operations Centers (JOCs), and Joint Information Centers (JICs).

In addition to the facilities themselves, resource considerations should include:

- Security.
- Parking.
- Access.
- Utilities.
- Access to commercial sources of food, sanitation, and lodging.
- Janitorial and trash service.

Urge the students to identify and resolve issues around the potential for conflicting uses of both facilities and support services required by State and/or Federal assets.



Visual 5.33

Donations and Volunteer Assistance (1 of 2)

- Donated goods and services can be a significant political, psychological, and logistical opportunity—or a real problem.
- Develop a plan to manage the receipt, storage, and distribution of donated goods and services.

Working with the American Red Cross or other VOAD members can significantly reduce the strain of managing donated goods and services on local assets.



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Unit 5:
The Complex Incident

Visual Description: Donations and Volunteer Assistance (1 of 2)

Instructor Notes

Stress that it is difficult to overstate the monetary and psychological importance of donations and volunteer assistance during a major disaster. Managing and tracking donations successfully and coordinating the efforts of volunteers (solicited or unsolicited) can be a significant political, psychological, and logistical opportunity—and a problem.

Donations take the form of either funds or donations of goods and services. The key to successful management of these assets during an incident is the ability to solicit and gather appropriate donations, prioritize them, and distribute them to those most in need.

Note: EMI has developed several courses and/or workshops dealing with how to establish an effective system for managing donated resources. Urge the students to contact their State Training Officers for more information about the donations management courses.



Visual 5.34

Donations and Volunteer Assistance (2 of 2)

The donations management plan should also address what to do with inappropriate donations without bogging down distribution of essential goods and services.

Avoid the “disaster within a disaster” by planning, training, and exercising the Donations Management Annex before a disaster occurs.



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Unit 5:
The Complex Incident

Visual Description: Donations and Volunteer Assistance (2 of 2)

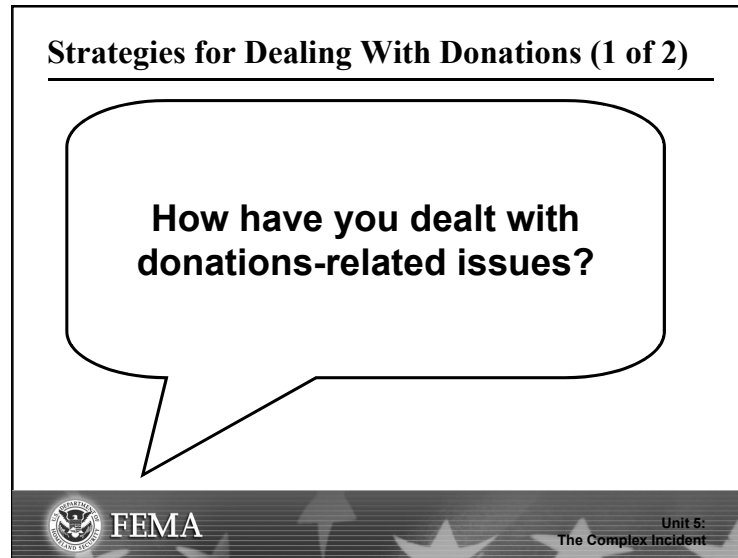
Instructor Notes

Continue by telling the students that the system must also be prepared to deal with inappropriate donations (horror stories abound!) without bogging down the distribution of essential goods and services.

The inability to manage donations can lead to a "disaster within a disaster." It may even become necessary for the jurisdiction to protect itself from charges of mismanagement, or for being billed at a later date for goods and services presented as "donations" at the time.



Visual 5.35



Visual Description: Strategies for Dealing With Donations (1 of 2)

Instructor Notes

Ask the group:

How have you dealt with donations-related issues?

Allow the group time to respond. Display the next visual as you describe several common strategies for addressing donations-related issues.



Visual 5.36

Strategies for Dealing With Donations (2 of 2)

- Consult with organizations that manage donations regularly (e.g., the Red Cross).
- Develop public information and media releases that provide information about donations.

Unit 5:
The Complex Incident

Visual Description: Strategies for Dealing With Donations (2 of 2)

Instructor Notes:

Tell the students that there are strategies for dealing with donations.

- Involve organizations that are used to soliciting, managing, and distributing donated goods, services, and funds.
- Develop public information and media releases that provide direction for those who wish to donate. These media releases should stress that cash is the best donation.

Add other suggested strategies based on your own experience.



Visual 5.37

Strategies for Managing Volunteers (1 of 2)

Volunteers come in two varieties:

Trained and organized



Spontaneous and untrained



Unit 5:
The Complex Incident

Visual Description: Strategies for Managing Volunteers (1 of 2)

Instructor Notes

Tell the group that it is a fact that civilian volunteers are among the first to respond to a disaster. Often, they are witnesses to the disaster and are on the scene before emergency responders arrive. Their intervention saves lives, but can also cost lives, as they are usually not trained or equipped to respond safely to the disaster. Consideration needs to be given to how to manage this resource.

Volunteers come in two varieties: trained and organized, and spontaneous and untrained. The first can be an important asset during a disaster. The second presents both an opportunity and the potential for serious liability issues.

Point out that volunteers such as amateur radio operators, search and rescue teams, Community Emergency Response Teams (CERTs), police and fire auxiliaries, and reserves are valued members of emergency management organizations in many jurisdictions. Such resources are known quantities that train and exercise to play specific roles in an emergency. They have long-standing formal relationships that are spelled out in written agreements and SOPs. Individual members have credentials and identification issued by the volunteer organization itself and/or the emergency management organization with which it has the agreement.



Visual 5.38

Strategies for Managing Volunteers (2 of 2)

- Assign emergent volunteers to an established VOAD or the local CERT.
- Have on-scene management either:
 1. Turn back volunteers, or
 2. Implement a management structure for handling them.
- Develop public information releases.



Unit 5:
The Complex Incident

Visual Description: Strategies for Managing Volunteers (2 of 2)

Instructor Notes

Remind the group that spontaneous (also called emergent) volunteers just show up. Knowing that they will is half the battle. Making use of their energy and goodwill safely and effectively is the other half.

The students should consider:

- When possible, assigning emergent volunteers to an established VOAD, or to the jurisdiction's CERT organization.
- Having the on-scene incident management organization either 1) turn back emergent volunteers or 2) be prepared to implement a management structure to receive, catalog the skills of, provide on-the-job training for, deploy, and supervise spontaneous volunteers.
- Developing public information and media releases that provide direction for those who wish to volunteer.



Visual 5.39

VIP Visits

Disadvantages:

- Can disrupt operations.
- Can cause traffic congestion.
- Will attract additional media attention.

Advantages:

- Provide VIPs with a realistic view of the issues.
- May result in enhanced resources.
- Provide a morale boost to responders and victims.

Unit 5:
The Complex Incident**Visual Description:** VIP Visits

Instructor Notes

Introduce this topic by telling the students that VIP visits cause yet another convergence issue for incidents. Depending on who the visitors are and where they want to visit, VIP visits can disrupt incident operations, cause additional traffic congestion, and attract additional media representation. On the other hand, such visits are valuable in providing VIPs with a realistic view of the problems posed by the disaster, may result in enhanced resources, and provide a morale boost to responders and victims. Most VIPs are aware of the impact their presence may have on operations and will be willing to coordinate visits with the incident management organization.



Visual 5.40

Strategies for Dealing With VIP Visits (1 of 2)

You know VIP visits will occur on all large incidents. How can you deal with them to minimize disruption?



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Unit 5:
The Complex Incident

Visual Description: Strategies for Dealing With VIP Visits (1 of 2)

Instructor Notes

Remind the group that they know VIP visits will occur on all large incidents. Then, ask:

How can you deal with VIPs to minimize disruption to operations?

Allow the group time to respond. Display the next visual to summarize the discussion.



Visual 5.41

Strategies for Dealing With VIP Visits (2 of 2)

- Encourage VIPs to wait until after the 72-hour window for successful rescues has passed.
- Attempt to schedule visits to areas where the response is not time sensitive.
- Identify appropriate background shots, photo ops, etc. before the visit.
- Confirm availability of key personnel before the visit.
- Try to limit the VIP's time on scene.



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Unit 5:
The Complex Incident

Visual Description: Strategies for Dealing With VIP Visits (2 of 2)

Instructor Notes

Tell the group that some strategies for dealing with VIP visits include:

- When possible, encourage VIPs to wait until after the 72-hour window for successful rescues has passed.
- If visits must be scheduled before then, attempt to schedule visits to less time-sensitive operations.
- Identify appropriate background shots, photo opportunities, etc., before the visit.
- Confirm availability of key personnel (Public Information Officers, Incident Commanders, etc.) before the visit.
- Try to limit the time VIPs spend on scene. Conduct business away from the scene, if possible.



Visual 5.42

Self-Dispatched Resources

- Present both risk and opportunity.
- Risks usually outweigh the opportunities.

HOWEVER . . .

Self-dispatched resources are trained and capable during the initial life-safety phase of the incident.



Unit 5:
The Complex Incident

Visual Description: Self-Dispatched Resources

Instructor Notes

Point out that self-dispatched resources represent both risk and opportunity. The risks have been addressed in the previous discussion, and also include issues related to liability and reimbursement. If your incident assigns a resource outside of the normal activation and request process, it is possible that your agency or jurisdiction may become liable for their actions, or for any accidents or injuries they incur while working. Your agency or jurisdiction may also be responsible for any expenses or reimbursement.

Ordinarily, the risks associated with assigning self-dispatched resources outweigh the advantages. However, they may present an opportunity in the form of trained and capable resources during the initial life-safety phase of the incident when such resources are desperately needed.



Visual 5.43

Dealing With Self-Dispatched Resources

- Instruct perimeter personnel to refer self-dispatched resources to staging or mobilization points.
- Include accepted/assigned self-dispatched resources in resource tracking and incident planning.
- Inspect and complete formal contracts with commercial resources as soon as possible.
- Report the presence of private-sector resources to their home agencies.



Unit 5:
The Complex Incident

Visual Description: Dealing With Self-Dispatched Resources

Instructor Notes

Tell the group that there are strategies for dealing with self-dispatched resources. If self-dispatched resources must be used, the students should consider the following strategies:

- Self-dispatched resources may become freelancers if the incident organization cannot organize to use them. Instruct perimeter personnel to refer self-dispatched emergency resources to staging or mobilization points. Staging Area Managers and Resource Unit Check-In Recorders must be ready to inventory resources for skills and readiness, check them in, organize them into appropriate tactical configurations, and assign them to the incident. If their skills are not needed, they should return to normal status to avoid unnecessary impact on overall public safety coverage.
- A self-dispatched resource that has been accepted and assigned to the incident must be included in the resource tracking and incident planning process. Share information about the resource with the rest of the Command and General Staff, especially the Liaison Officer, and the Planning, Logistics, and Finance/Administration Section Chiefs.
- If resources come from commercial/private-sector sources, the resource should be inspected and a formal contract completed as soon as possible.
- If resources come from private-sector sources, their presence and status on the incident should be reported to their home agency.



Visual 5.44

Learning From Past Incidents

1. Think about Incidents of National Significance that you have experienced.
2. Consider:
 - Resource-related issues that arose during the incident.
 - How those issues could be handled more effectively.
 - How you could incorporate the lessons learned into your planning process.
3. Participate in a class discussion around the lessons learned.



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Unit 5:
The Complex Incident

Visual Description: Learning From Past Incidents

Instructor Notes

Facilitate a group discussion of some of the key resource-related issues from past Incidents of National Significance. Draw from your own experience as well as the group's. Several examples that you might use are listed below.

- Transportation needs for citizens who cannot self-evacuate.
- Providing food, water, and emergency supplies to refugees of last resort.
- Determining in advance who will handle recovery of remains, where the remains will be taken, and where temporary morgues will be established.
- Determining how local resources will be deployed when no mutual aid is available and until State, Federal, and other resources arrive.

Note: The intent of this discussion is not to castigate those who have experienced issues in past disasters but, rather, to use the issues to improve future resource management coordination. Do not allow the class to focus on what went wrong as a result of any agency's action or perceived inaction on prior disasters.



Visual 5.45

Summary and Transition

- How complex incidents affect resource management
- Issues that commonly arise during complex incidents and how to deal with them
- A model for managing resources



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Unit 5:
The Complex Incident

Visual Description: Summary and Transition

Instructor Notes

Summarize this unit by reminding the group that this unit covered the special resource management issues that often arise during complex incidents, especially Incidents of National Significance.

Transition to the next unit by telling the group that Unit 6 will address with post-incident assessment and corrective actions.

Ask if anyone has any questions before continuing.

Unit 6: Reassessing Your Readiness: Post-Incident Activities

Objective

At the end of this unit, the students should be able to describe the activities that need to take place following a deployment.

Scope

- Introduction and Unit Overview
 - Post-Incident Activities
 - Restoring Capabilities: Personnel
 - Restoring Capabilities: Equipment and Supplies
 - Reimbursement
 - Documentation
 - Learning From Experience
 - Capturing Your Experience
 - Learning From Others
 - Discussion: Learning From Others
 - Summary and Transition
-

Methodology

After introducing the unit objective, the Instructor will describe the four categories of post-incident activities and engage the students in a discussion of the activities required in each category. Then, the Instructor will stress the importance of learning from one's own experience as well as from the experiences of others, suggesting that the after-action process take place in a non-threatening environment, involve personnel from all agencies that were involved in the response, and result in a concrete plan for implementing lessons learned.

At the end of this unit, the Instructor will facilitate a group discussion of the major resource management lessons learned that the students have captured from recent response activities. He or she will ask followup questions to determine how the students documented lessons learned and tracked progress toward established goals.

At the end of this unit, the Instructor will summarize the key points from this lesson and transition to the tabletop exercise.

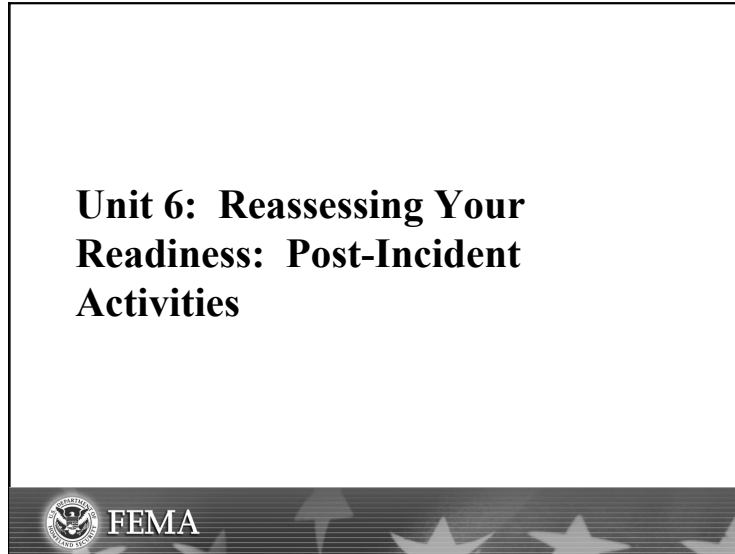
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Post-Incident Activities	25 minutes
Learning From Experience	10 minutes
Learning From Others	5 minutes
Discussion: Learning From Others	10 minutes
Summary and Transition	5 minutes
Total Time	1 hour



Visual 6.1



Visual Description: Unit 6: Reassessing Your Readiness: Post-Incident Activities

Instructor Notes

Introduce this unit by telling the students that previous units discussed resource management in planning and preparedness, response, and Incidents of National Significance.



Visual 6.2

Unit 6: Objective

Describe the activities that need to take place following a deployment.



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Unit 6 Objective

Instructor Notes

At the end of this unit, the students should be able to describe the activities that need to take place following a deployment.



Visual 6.3

Post-Incident Activities

Four general categories:

- Actions needed to return the organization to pre-incident readiness
- Actions needed to return equipment and supplies to pre-incident status
- Activities and documentation required for reimbursement
- Activities to assess the response and capture lessons learned



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Post-Incident Activities

Instructor Notes

Tell the students that the activities that need to take place following a deployment fall into four general areas:

- Actions needed to return the organization to its pre-incident readiness status
- Actions needed to return the equipment and supplies (including servicing, maintenance, repairs, restocking, etc.) to pre-incident readiness status
- Activities and documentation required for reimbursement
- Activities required to assess the response and capture lessons learned



Visual 6.4

Restoring Capabilities: Personnel

Long-term personnel issues may include:

- On-scene and long-term stress management.
- On-scene medical debriefings and long-term medical followup.
- The need to recruit, screen, and hire workers.
- Unforeseen demands on finances.
- Additional training needs.
- Recognition programs or awards for excellence.



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Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Restoring Capabilities: Personnel

Instructor Notes

Tell the group that personnel issues range from the need for simple rest and fluid replacement and rehabilitation to replacing a significant part of the workforce, as was the case in New York City following the September 11, 2001, attacks on the World Trade Center.

In extreme cases, personnel consequences may verge on the catastrophic. It is not unusual for jurisdictions to experience a higher than normal retirement or resignation rate following a disaster. A higher than usual number of personnel may also require retirement or reassignment for medical or psychological disabilities.

The New York City Fire Department, which experienced the on-duty deaths of a significant number of its emergency responders and Command Staff at the World Trade Center, found itself contemplating the need to recruit, screen, and train a large number of new firefighters, as well as holding promotional assessments to replace department managers.

Stress that some issues have a long-term effect on the jurisdiction's finances, preparedness, and morale. Personnel issues may include:

- On-scene stress management defusing and long-term stress management debriefings and counseling.
- On-scene medical debriefings and long-term medical followup.
- The need to recruit, screen, and hire temporary and permanent workers.
- Unforeseen demands on jurisdiction finances to fund medical, leave, and pension funds.
- Additional training and supervision needed to address substandard performance.
- Recognition programs or awards for excellence, performance above and beyond the call of duty, etc.



Visual 6.5

Restoring Capabilities: Equipment/Supplies

Long-term activities may include:

- Replacing lost, stolen, or damaged equipment.
- Re-outfitting supply caches and response kits.
- Dealing with sensitive property items.
- Investigating and documenting property loss.



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Restoring Capabilities: Equipment/Supplies

Instructor Notes

Point out that restoring response capabilities following a major disaster requires attention to both equipment and supplies.

Restocking and rehabilitating emergency resources after deployment is critical to returning the organization to its pre-incident level of readiness. For equipment and supplies, these activities may include:

- Replacing lost, stolen, or damaged equipment.
- Re-outfitting supply caches and response kits, including refurbishing, decontamination, updating, etc.
- Dealing with sensitive property items.
- Investigating and documenting property loss.



Visual 6.6

Reimbursement

- Reimbursement includes both accounts payable and accounts receivable.
- Response expenses may be reimbursable under several scenarios, including:
 - Reimbursement from the State.
 - Reimbursement from responsible parties.



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Reimbursement

Instructor Notes

Emphasize that jurisdictions must ensure that processes and procedures are in place to ensure that resource providers are reimbursed in a timely manner. Procedures must include mechanisms for collecting bills, validating costs against the scope of the work, and ensuring that proper authorities are involved.

Managers must also have a thorough understanding of various reimbursement programs that may be available at the State level or locally. Response expenses may be reimbursable under several scenarios:

- Some States have reimbursement programs that shift costs from participating jurisdictions to the State for certain kinds and levels of incidents. Planners should review these programs to be sure they understand what is reimbursable and what documentation is required.
- Some jurisdictions have ordinances that allow them to recoup response costs under certain conditions. For example, it may be possible to pursue reimbursement from the responsible party at a hazardous materials incident. Planners should review ordinances to be sure they understand what is reimbursable, and what action is required to process a claim.



Visual 6.7

The Stafford Act (1 of 2)

Costs that may be reimbursable in Presidentially declared disasters:

- Debris/wreckage clearance
- Protective measures
- Road systems
- Water control facilities



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: The Stafford Act (1 of 2)

Instructor Notes

Tell the group that under the Stafford Act, certain response costs are reimbursed for Presidentially declared disasters. While it is beyond the scope of this course to discuss Stafford Act reimbursements in detail, generally reimbursement is possible (under certain conditions) in the following categories:

- Debris/wreckage clearance: This category of assistance includes clearance on public or private land or public waterways; demolition and removal of public or private buildings; cleaning reservoirs, catch basins, streams, and drainage facilities; and clearance to rough grading. Debris removal in the public interest must be approved by the State/Federal Coordinating Officer to be eligible for assistance.
- Protective measures: Protective measures may include overtime related to the disaster, costs associated with mutual aid (such as callback coverage), inventory replacement, mitigation of health hazards, vector control, emergency hiring, flood and fire control efforts, communications and dispatch, and food.
- Road systems: Reimbursable road system work may include emergency detours or bypass roads; public and nonpublic road and bridge repair; repair or replacement of manholes, curbs, culverts, public sidewalks/boardwalks; and repair or replacement of road or street signs and other traffic control devices.
- Water control facilities.



Visual 6.8

The Stafford Act (2 of 2)

Costs that may be reimbursable in Presidentially declared disasters:

- Public buildings and equipment
- Public utilities
- Facilities under construction
- Private nonprofit facilities



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: The Stafford Act (2 of 2)

Instructor Notes

Continue telling the students the categories under which their jurisdictions may receive reimbursement.

- Public buildings and equipment: Reimbursement under this category may include replacement or repair of fire, law enforcement, or public works vehicles or equipment; roof and window repair or replacement; electrical, communications, or data processing equipment repair or replacement; temporary storage; replacement of office supplies, stores, shop stock, books, and publications; and rental of temporary office space.
- Public utilities: Reimbursement for public utility repair may include inspection, cleaning and repair of sewer and water lines, pumps, and hydrants.
- Facilities under construction.
- Private nonprofit facilities.

Under certain conditions other facilities, equipment, or systems may qualify for reimbursement under the Stafford Act.

Note: Recommend that the students check with their State Training Officers for information about training that is available to address Stafford Act programs.



Visual 6.9

Documentation for Reimbursement

1. Document!
2. Document!
3. DOCUMENT!



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Documentation for Reimbursement

Instructor Notes

Extensive documentation is required for reimbursement under the Stafford Act. FEMA accepts records in a number of formats; however, any tracking system for reimbursement should be able to:

- Distinguish between straight time and overtime hours by department.
- Document:
 - Contract or mutual-aid equipment and personnel costs.
 - Damage to jurisdiction facilities, infrastructure, equipment, or vehicles.
 - Expenses for supplies.
 - Expenses for food.
 - Expenses for renting facilities.
- Identify the specific location of work.
- Identify the eligible category and activities for Federal reimbursement.



Visual 6.10

Capturing Lessons Learned

Capture for:

- Historical and training purposes.
- Revisions and corrections to plans and procedures.
- Support for budget requests to replace, repair, upgrade, or purchase new equipment.



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Capturing Lessons Learned

Instructor Notes

Introduce this topic by telling the students that the old adage that experience is the best teacher applies to emergency management as well as the rest of life. The best-designed training and exercise programs cannot compete with the experience of actually implementing plans and procedures and responding during a disaster. Because, fortunately, such events are a rarity, it is critical that lessons learned be captured for:

- Historical and training purposes.
- Revisions and corrections to plans and procedures.
- Support for budget requests to replace, repair, upgrade, or purchase new equipment.



Visual 6.11

Capturing Your Experience (1 of 2)

- The review process must be:
 - Thorough.
 - Honest.
 - Transparent.
- All agencies involved in the response should be involved in after-action activities.



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Capturing Your Experience (1 of 2)

Instructor Notes

Explain that, to capture an accurate and meaningful picture of the response, the review process must be thorough, honest, and transparent. Because major disasters and Incidents of National Significance are, by definition, interagency in scope, so should be the review process. This can mean airing what could be perceived as agency dirty laundry in a public forum. Difficult as this can be, such candor is vital to the review process. Because it can be assumed that no one deliberately sets out to perform poorly, the review philosophy should always be supportive, and have as its base assumption that personnel don't fail the system; the system fails its personnel.



Visual 6.12

Capturing Your Experience (2 of 2)

- Use after-action activities as a basis for:
 - Retraining personnel.
 - Modifying or upgrading systems.
 - Reviewing and updating plans and procedures.
- Develop and follow a concrete plan for implementing recommendations.



FEMA

Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Capturing Your Experience (2 of 2)

Instructor Notes

Tell the students that such a review, especially after a traumatic incident, takes an emotional toll on participants. It is incumbent on managers to make sure that lessons learned result in real change when necessary. Nothing is more demoralizing than going through a traumatic disaster response followed by an equally traumatic review process, only to see recommendations ignored by management. This may include:

- Retraining personnel.
- Modifying or upgrading systems.
- Reviewing and updating plans and protocols.

Management should be prepared to develop and present a concrete plan for implementation of those recommendations that cannot be implemented immediately. The plan should include a tracking mechanism to assign responsibility for completing the action and identifying progress toward each identified performance goal.



Visual 6.13

After-Action Reviews

Document the answers to four questions:

1. What was planned?
2. What actually happened?
3. Why did it happen?
4. What can be done better next time?



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: After-Action Reviews

Instructor Notes

Point out that there are many formats for post-incident analysis. A simple format that is easy to adapt to any kind of review (incident, event, or exercise) is the After-Action Review (AAR) process. An AAR is a learning tool intended to improve performance by sustaining strengths and correcting weaknesses. An AAR is performed as immediately as possible after the event by the personnel involved. An AAR should encourage input from participants that is focused on four questions:

- What was planned?
- What actually happened?
- Why did it happen?
- What can be done better next time?

It is a tool that can be used to get maximum benefit from the experience gained on any incident or project.



Visual 6.14

Learning From Others

- Meet with responders and managers after they have had time to analyze their experience.
- Contact the Learning Resource Center at EMI to access case-specific lessons learned.



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Learning From Others

Instructor Notes

Remind the group that it is also possible to learn from others. Sometimes it is possible to actually visit the disaster site, but a site visit could cause major problems to an already stressed response organization and may not provide as valuable a learning experience as would be possible if you sat down with responders and managers after they have had a chance to analyze their experiences.

Tell the group that the Learning Resource Center (LRC) at the Emergency Management Institute maintains a large number of case studies that have valuable information for planners. Suggest that the students contact LRC personnel for lessons learned information. They will be happy to help locate appropriate case studies.



Visual 6.15

Discussion: Learning From Others

Share resource-management lessons learned from recent responses.

- How did you document them?
- How did you track progress?



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Discussion: Learning From Others

Instructor Notes

Point out that sharing lessons learned is an important way of improving resource management capabilities. Facilitate a group discussion of the major resource management lessons learned that the students have captured from recent response activities. In addition to the lessons learned, focus on:

- How the students documented lessons learned.
- How they tracked progress toward established goals.



Visual 6.16

Summary and Transition

- Post-incident activities fall into four general categories.
- Resource managers should learn from their own experiences and the experience of others.
- Document, track, and follow up on lessons learned.



Unit 6:
Reassessing Your Readiness: Post-Incident Activities

Visual Description: Summary and Transition

Instructor Notes

Summarize the key points from this unit:

- Post-incident activities fall into four general categories:
 - Actions needed to return the organization to pre-incident readiness.
 - Actions needed to return equipment and supplies to pre-incident readiness.
 - Activities and documentation required for reimbursement.
 - Activities required to assess the response and capture lessons learned.
- Resource managers should learn from their own experiences and from the experience of others. After-action discussions should involve personnel from all agencies that were involved in the response. The discussion should be honest, thorough, and transparent, yet nonthreatening.
- After-action discussions should be documented in a concrete plan and followed up to track progress toward the stated goals.

Ask if anyone has any questions before continuing.

Transition to the next unit by telling the group that, during Unit 6a, they will participate in a tabletop exercise that will allow them to apply what they have learned in this course.

Notes:

Unit 6a: Tabletop Exercise

Objective

At the end of this unit, the students should be able to apply what they have learned throughout this course to their resource management systems.

Scope

- Exercise Introduction
 - Unit Objective
 - How To Conduct This Exercise
 - Background Information and Exercise Scenario
 - Exercise Inject 1
 - Exercise Inject 2
 - Exercise Inject 3
 - Exercise Debriefing: Lessons Learned
 - Summary
-

Methodology

Note: During this exercise, one instructor will act as the Controller, and one instructor will act as the Facilitator, circulating through the room to answer questions. The students will assume roles necessary to make decisions based on the information provided by the Controller.

The Controller will introduce the exercise and describe the rules of play, exercise objectives, and other exercise information to the class. After answering all questions, the Controller will introduce the exercise scenario. Working in groups, the students will begin the decisionmaking process to respond to the needs at the incident scene. At specified intervals throughout the exercise, the Controller will provide the students with additional information about the incident (e.g., cascading events at the scene that require additional resources or other response from the multiagency coordination entity). The students will use the new information to make resource decisions, including activating mutual aid or other agreements, etc.

At the end of the exercise, the Controller will debrief the group. The Controller will then transition from the exercise to Unit 7.

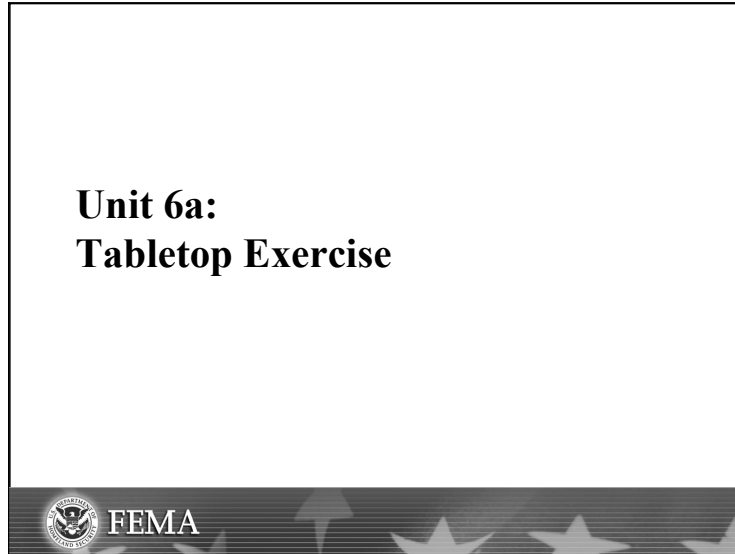
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Exercise Introduction	10 minutes
How To Conduct This Exercise	110 minutes
Exercise Debriefing: Lessons Learned	25 minutes
Summary	5 minutes
Total Time	2 hours 30 minutes



Visual 6a.1



Visual Description: Exercise Introduction

Instructor Notes

Introduce this unit by telling the students that this tabletop is intended to help them apply what they have learned throughout this course to the resource management system in their jurisdictions in response to a simulated emergency.

Topic

Unit Objective



Visual 6a.2

Unit 6a Objective

Apply what you have learned throughout this course in response to a simulated emergency.



Unit 6a:
Tabletop Exercise

Visual Description: Unit 6a Objective

Instructor Notes

This tabletop exercise is intended to allow the students to apply what they have learned throughout this course. The exercise describes a severe weather event and resultant response issues. The exercise provides the opportunity to identify the resource-management issues that could arise in an emergency and make the decisions to resolve those issues.

The exercise simplifies and orders the event during a period of time that, in reality, would be characterized by confusion and complexity. The incident is presented as an unfolding event with the initial incident scenario introducing the emergency and new information being introduced by means of injected messages throughout the exercise.

The scenario and injects presented in this exercise are not intended to reflect a jurisdiction's political context, but the students should consider how political issues might influence their actions and decisions.

Instructor Notes:

The success of this exercise depends on the total concentration of all the students throughout the exercise. Tell the students that they should not leave the room during the exercise, and ask all students to ensure that their cell phones and pagers are turned off or set to vibrate.

The students should work in small groups to complete this exercise. The groups may include all members from a single jurisdiction or from a jurisdiction and its mutual-aid partners.

You will not need any special equipment to conduct this exercise. All of the written material the students will require is included in the Student Manual and in the three exercise injects. (You should print out a set of injects for each student.) If students wish, they can also consult:

- Their jurisdiction's EOP. (**Note:** If students have not brought their EOPs, they can use the sample Resource Management Annex in Appendix A with this exercise. Make copies of Appendix A as needed.)
- Any SOPs dealing with resource management that they would use during an incident.
- Resource analysis worksheets and cascading event worksheets.

Guidelines for Presenting the Incident Scenario

General guidelines for presenting the incident scenario are listed below. Specific guidance for introducing the initial scenario and the injects are provided in the exercise itself.

- The incident scenario, as provided, describes an escalating, complex incident that starts with a flooding event and includes two additional events. The exercise participants are located at the county EOC.
- The incident scenario and injects are designed to focus on resource management issues that might be encountered during a severe weather event. However, addressing resource management issues will necessarily involve issues encountered at the scene.
- The Controller should introduce the scenario by briefing the students. Following the introduction, each student should consider the information presented from the point of view of his or her role and responsibilities during the emergency. The students should participate in a discussion within their groups to respond to the information provided in the scenario (e.g., request resources, establish priorities, request additional information, etc.).
- At specified points in the exercise, the Controller should read exercise injects to the class. These injects will build on the initial scenario to provide additional information, relate cascading events, or transmit requests for information from other jurisdictions. Following each inject, the students should discuss the new information within their groups and respond to the information provided.

- The Controller may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented. The Controller may also ask additional questions of the group or provide information that is tailored to the exercise players.

At the end of the exercise, the Controller will debrief the groups, asking them to evaluate their resource management procedures, decisionmaking process, and overall lessons learned. Finally, the groups will develop a list of tasks that they need to complete to improve their resource management capability.

Background Information

The Murkey River flows south through the Granite Mountain foothills and then through Prosperous Valley. Severe weather followed by flooding caused by the emergency release of water at a weakened upstream dam has caused several major incidents along the east bank of the river in Jackson County. More rain and wind are expected during the next several days.

Jackson County is located in the State of New Columbia. The county seat is Jackson City, where the county Emergency Operations Center (EOC) and county jail are located. Jackson City has a population of 48,552 and covers 12.5 square miles. To the southeast are the towns of Baytown, with a population of 8,012, and Fryville, with a population of 20,499. There are three major highways running through the county: Highway 57, Highway 23, and Highway 46. There is one train track that crosses Highway 57 and Highway 46. Jackson County has mutual-aid agreements with Washington County to the north, Adams County to the south, Wilson County to the east, and Taft County to the west.

Topic

Background Information and Exercise Scenario (Continued)

Resources

Jackson City

10 School Buses
 20 Police Vehicles
 5 Fire Engines
 4 Fire Trucks
 1 Ambulance (ALS)
 4 Ambulance (BLS)
 20,000 Sandbags
 3 Dump Trucks
 1 Backhoe
 2 Dozers
 5 Message Boards

Baytown

4 School Buses
 3 Police Vehicles
 1 Fire Engines
 1 Fire Truck
 1 Ambulance (BLS)
 500 Sandbags
 1 Dump Trucks

Fryville

10 School Buses
 12 Police Vehicles
 2 Fire Engines
 2 Fire Trucks
 1 Ambulance (BLS)
 10,000 Sandbags
 1 Dump Truck
 1 Backhoe
 2 Message Boards

Jackson County

16 School Buses
 32 Sheriff Vehicles
 1 Mobile Command Vehicle
 8 Fire Engines
 6 Fire Trucks
 2 400-Gallon Tenders (non-potable water)
 1 HAZMAT Team
 3 Ambulance (ALS)
 5 Ambulance (BLS)
 1 Medical Airlift Helicopter
 45,000 Sandbags
 8 Dump Trucks
 3 Backhoes
 2 Dozers
 1 County Multiagency Type III Incident Management Team
 12 Message Boards

Washington County

10 School Buses
 24 Sheriff Vehicles
 1 Mobile Communications Trailer
 5 Fire Engines
 4 Fire Trucks
 1 400-Gallon Tender (non-potable)
 1 HAZMAT Team
 2 Ambulance (ALS)
 2 Ambulance (BLS)
 50,000 Sandbags
 2 Dump Trucks
 4 Backhoes
 8 Dozers
 3 Message Boards

Taft County

15	School Buses
21	Sheriff Vehicles
1	Mobile Command Vehicle
5	Fire Engines
5	Fire Trucks
1	Ambulance (ALS)
1	Ambulance (BLS)
2	Dump Trucks
1	Backhoe
1	Dozer
9	Message Boards

Wilson County

15	School Buses
1	Mobile Communications Trailer
21	Sheriff Vehicles
3	Fire Engines
3	Fire Trucks
2	Ambulance (ALS)
5	Ambulance (BLS)
2	Dump Trucks
2	Backhoes
2	Dozers
10	Message Boards

Adams County

19	School Buses
42	Sheriff Vehicles
7	Fire Engines
8	Fire Trucks
2	Hazmat Teams
4	Ambulance (ALS)
3	Ambulance (BLS)
2,500	Sandbags
3	Dump Trucks
3	Backhoes
2	Dozers
16	Message Boards

Scenario

It is 5:45 p.m. on Friday, August 21. A 10-block area of Baytown has had extensive flooding. Search and rescue and evacuations are underway. There is no electrical power and the water and sewer systems have been damaged. An Incident Command Post has been established to cover the event. The Baytown Police Department has designated an Incident Commander from the department.

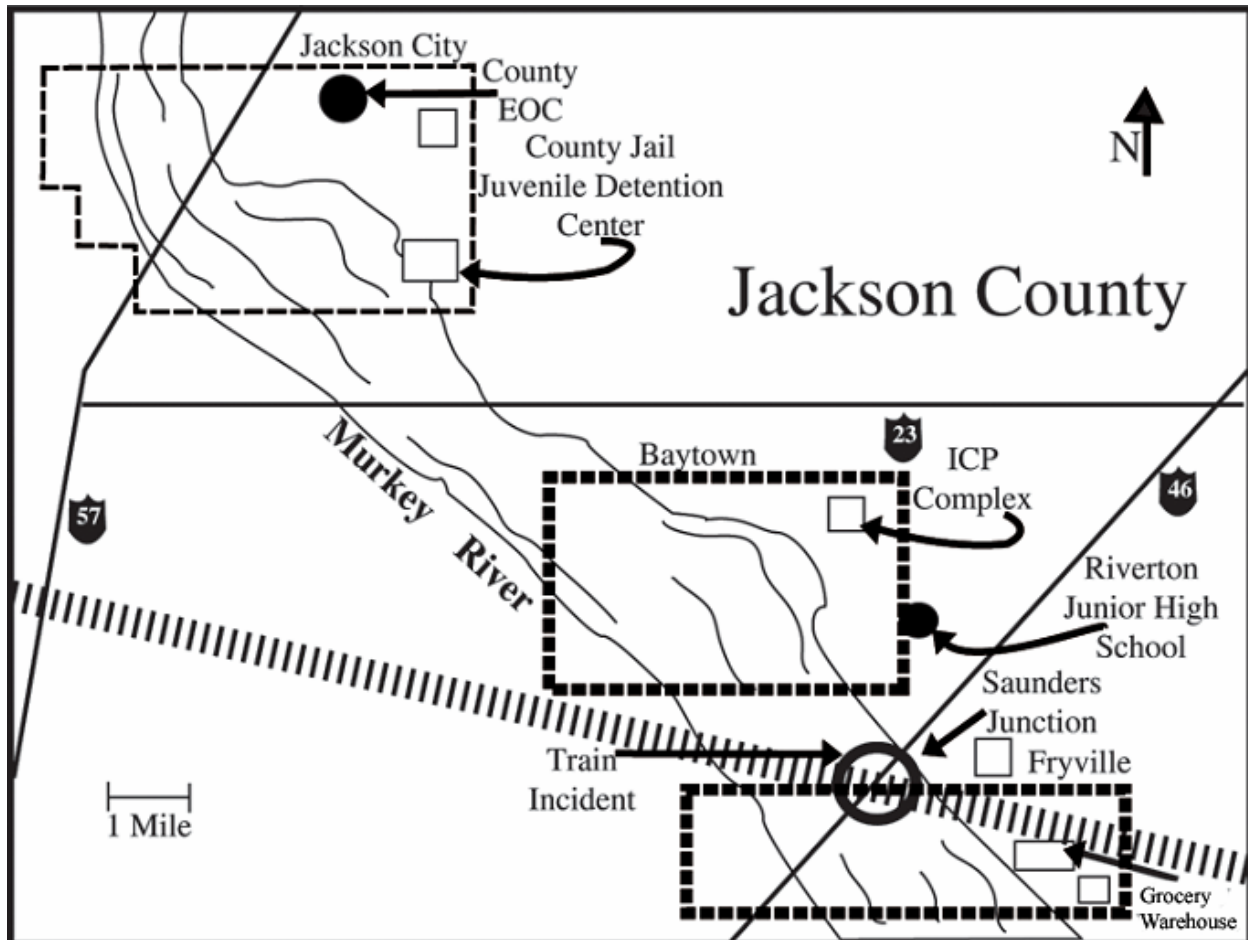
The county jail has suffered extensive damage. All electrical power and water are out. Population is 450 adult males, 175 females, and 250 male juveniles. Relocation may be required. Only cold meals and limited water are available. A county sheriff's captain is the Incident Commander.

Discussion Questions:

Your group is the staff for the Jackson County EOC. Based on the background information and incident scenario:

1. With cascading events in mind, what types of resources might be needed in the county?
2. Where can these resources be found?
3. What are the overall resource priorities?
4. What are two resource management challenges?

JACKSON COUNTY MAP



Controller's Note: Read and distribute this inject to the group approximately 20 minutes into the exercise.

At 5:53, a call comes into the county 911 Communications Center. In Fryville, a gas leak has ignited, causing a fire in a major grocery chain warehouse. Several people have been injured and there is a danger of fire spread to adjacent buildings. Water pressure is low. The Fryville Volunteer Fire Department Chief is the Incident Commander.

Discussion Questions:

1. Expand on the cascading events to determine new resource requirements.
2. Does this event change the resource priorities? How?
3. Identify strategies for managing resources during this event.

Controller's Note: Read and distribute this inject to the group approximately 40 minutes into the exercise.

At 6:57, a southbound train derails at Saunders Junction due to a bridge being undermined. Several cars are overturned. A tank car with an unknown chemical is on its side in the river and is leaking. This incident is operating under a Unified Command consisting now of the county fire and sheriff.

Discussion Questions:

1. How does this new event change the overall resource priorities?

2. Identify resource management challenges from the EOC.

3. Describe the method for evaluating resource effectiveness.

4. Where can additional resources be found?

Controller's Note: Read and distribute this inject to the group approximately 60 minutes into the exercise.

There is a major problem with sharing limited resources between these incidents. Incident resources are being ordered from multiple agencies, causing a duplication of resource requirements. Many volunteers have come forward, and the Incident Commanders are looking for ways to organize and use them effectively. Several news media representatives are on the scene at the various incidents.

Discussion Questions:

1. How will you deal with the multipoint ordering?
2. What are two convergence issues that are occurring?
3. How will spontaneous volunteers be managed?

Controller's Note: Allow the students approximately 20 minutes to record their lessons learned from the exercise.

Lessons Learned From This Exercise. Record the lessons you learned from the exercise so you can use them back on the job.

Instructor Notes

Summarize this exercise by emphasizing that even a smaller incident can grow or extend beyond a jurisdiction's resource management capability. Urge the group to ensure that they have mutual-aid and other agreements (including agreements with private-sector entities) in place and that they are trained and exercised before an incident occurs.

Answer any questions that the students have before continuing.

Transition to the next unit by telling the group that Unit 7 will include the course summary and final examination.

Unit 7: Course Summary and Final Exam

Objective

At the end of this unit, the students should be able to demonstrate their knowledge of resource management by passing a final exam.

Scope

- Introduction and Unit Overview
 - Unit Objective
 - Resources: NIMS
 - Resources: ICS
 - Activity: Summary of Key Points
 - Final Exam
 - Course Wrap-Up
-

Methodology

After introducing the unit objective, the Instructor briefly discuss a couple of online resources for information on NIMS and ICS. Then, the Instructor will summarize the course by conducting a question-and-answer discussion with the group. The Instructor will answer any questions that the students have about anything they have learned in the course.

At the end of the course summary, the Instructor will distribute the final exam. When all students have completed the final exam, the Instructor will conduct the course wrap-up, answering any administrative questions that the students may have about the final exam. Finally, the Instructor will thank the students for attending, and adjourn the class.

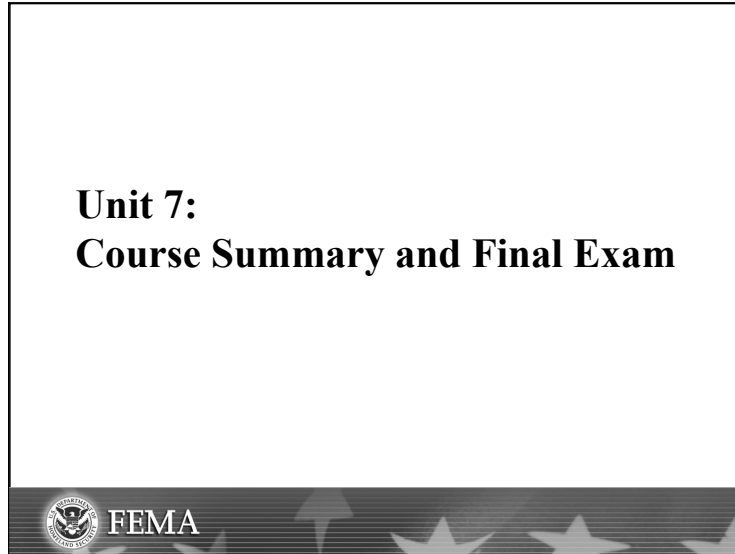
Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction and Unit Overview	5 minutes
Activity: Summary of Key Points	20 minutes
Final Exam	30 minutes
Course Wrap-Up	5 minutes
Total Time	1 hour



Visual 7.1



Visual Description: Unit 7: Course Summary and Final Exam

Instructor Notes

Introduce this unit by reminding the students that the course discussed resource management in planning and preparedness, response, Incidents of National Significance, and post-incident activities. The tabletop exercise that they completed gave them the opportunity to apply what they learned throughout the course to a simulated incident.

Topic

Unit Objective



Visual 7.2

Unit 7: Objective

Demonstrate your knowledge of resource management by passing a final exam.



Unit 7:
Course Summary and Final Exam

Visual Description: Unit 7 Objective

Instructor Notes

At the end of this unit, the students should be able to demonstrate their knowledge of resource management by passing a final exam.

Explain that before beginning the summary activity, you will review a couple of online sources for information on resource management.



Visual 7.3



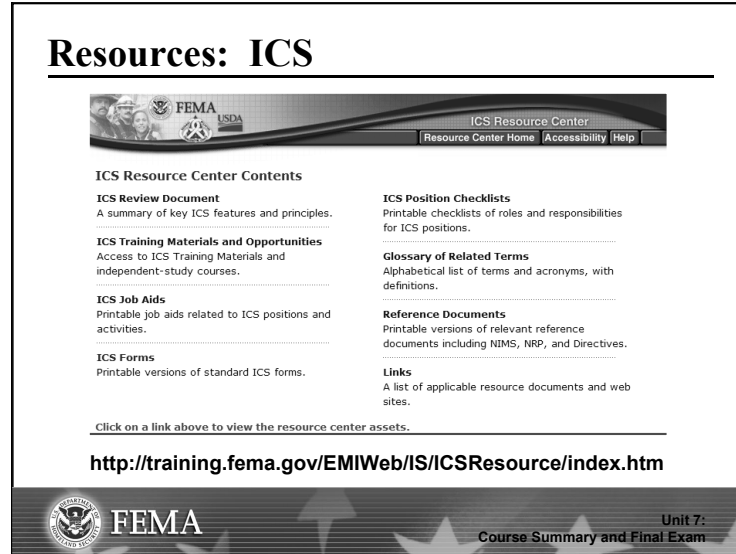
Visual Description: Resources: NIMS

Instructor Notes

Explain that this slide shows the NIMS Homepage on the FEMA Website. By clicking on the “Resource Management/Mutual Aid” link, students can access NIMS-oriented information and tools on resource typing, emergency responder credentialing, EMAC, mutual aid, and other topics.



Visual 7.4



Visual Description: Resources: ICS

Instructor Notes

Tell the group that this slide shows the main page of EMI's ICS Resource Center. From this page, users can access documents on a wide range of ICS topics, and tools such as job aids and forms.

Topic

Activity: Summary of Key Points



Visual 7.5

Activity: Summary of Key Points

1. Work in table groups to complete this activity.
2. Review the material covered in this course.
3. Identify the three most critical points from the course.
4. Present your points to the class.



You have 10 minutes to complete this activity.



Unit 7:
Course Summary and Final Exam

Visual Description: Activity: Summary of Key Points

Instructor Notes

Purpose: The purpose of this activity is to allow the students to identify the points from the course that are most important to them.

Instructions: Follow the steps below to conduct this activity:

1. Tell the students to work in their table groups to complete this activity.
2. Ask the groups to review the material covered in this course.
3. Explain that the groups should identify the three points from the course that are most important to them. Tell the groups to be ready to discuss their points with the class.
4. When all have finished, ask each group to select a spokesperson to present its key points to the class. Solicit input from the class and elaborate on the points based on your experience.

Ask if anyone has any questions before continuing to the final exam.

Alternate Activity:

Administer the exam. When everyone has completed the exam, go over the answers in plenary session, focusing on reviewing any questions missed by a significant number of students.



Visual 7.6

Taking the Exam

Instructions:

1. Read each item carefully.
2. Circle your answer on the test.
3. Check your work and transfer your answers to the computer-scan (bubble) answer sheet or enter the answers online.

→ You may refer to your Student Manuals when completing this test.



Unit 7:
Course Summary and Final Exam

Visual Description: Taking the Exam

Instructor Notes

Note: Additional guidance appears on the next page.

Present the following instructions for taking the final exam:

1. Read each item carefully.
2. Circle your answer on the test.
3. Check your work and transfer your answers to the computer-scan (bubble) answer sheet or enter the answers online.

Tell the participants that they may refer to their Student Manuals when completing this test.

Distribute the exams. Remain in the room to monitor the exam and to be available for questions. Collect the completed exams.

Note: To receive a certificate of completion, students must take the 25-question multiple-choice final test, submit an answer sheet (to EMI's Independent Study Office), and score 75% on the test. Do NOT use the test unless you see IS-703 in the header and April 2006 in the footer. Older test versions contain outdated materials. Two options exist for test submission:

- Students submit their tests online and receive an e-mail with a link to their electronic certificate.
 1. Go to <http://training.fema.gov/EMIWeb/IS/is703.asp>.
 2. Click on "Download Final Exam Questions" (found at the bottom of the page). You may want to print the test.
 3. Click on "Take Final Exam" (found at the bottom of the page).
- Instructions for group delivery: Test answer sheets can be obtained upon request by calling (301) 447-1256. The completed tests can then be submitted as a group to:

EMI Independent Study
16825 South Seton Ave.
Emmitsburg, MD 21727



Visual 7.7

Feedback



Please complete the course evaluation form.

Your comments are important!



Unit 7:
Course Summary and Final Exam

Visual Description: Feedback

Instructor Notes

Emphasize that completing the course evaluation form is important. Explain that the students' comments will be used to evaluate the effectiveness of this course and make changes for future versions.

Distribute the course evaluation. Ask the students to complete the evaluation and return it to one of the instructors before leaving the classroom.

Thank the students for attending the course, and dismiss the class.

Notes:

Appendix A: Sample Resource Management Annex (Optional Handout)

JEFFERSON COUNTY CEMP

Annex 7

Resource Management

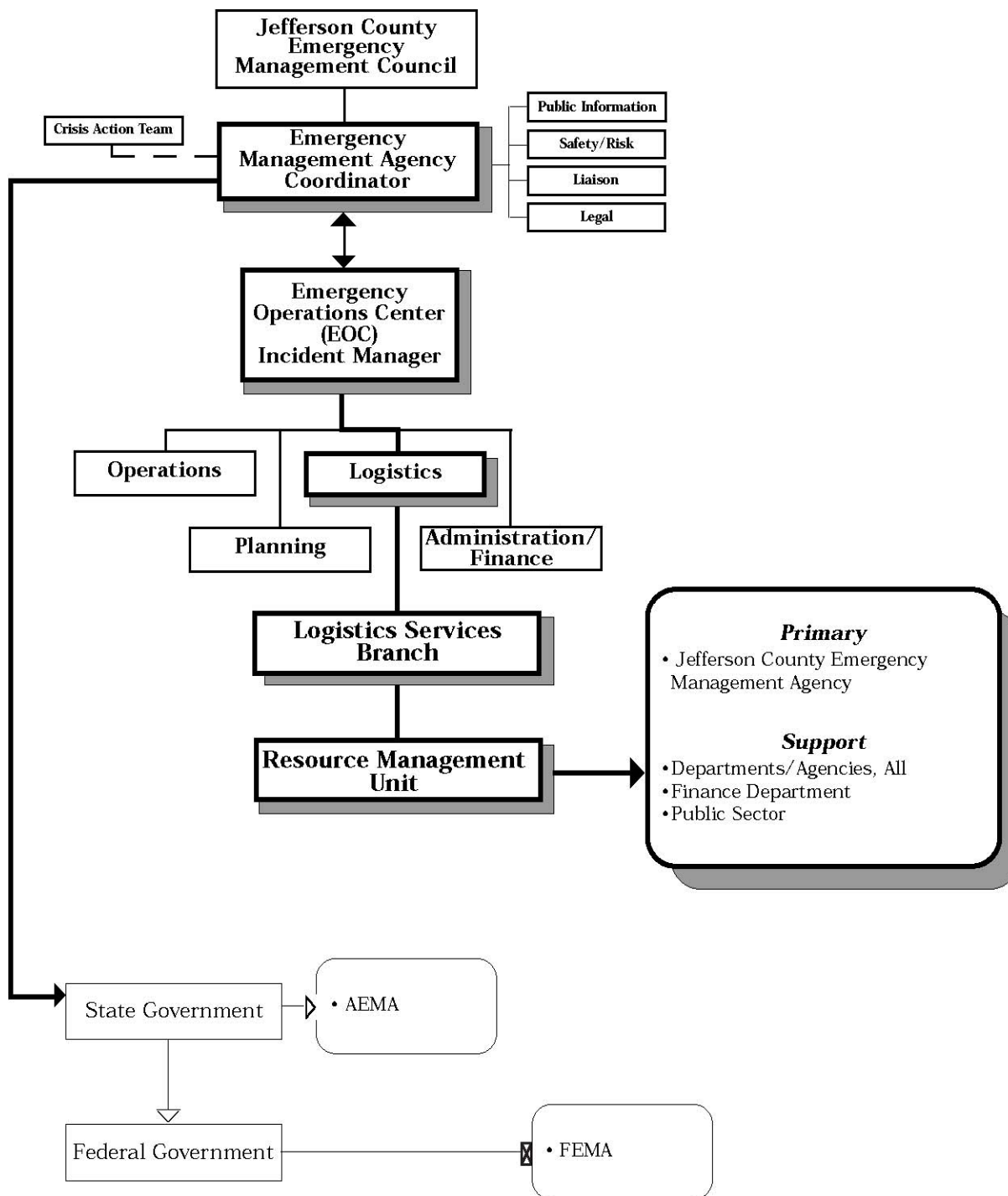
Preface

When disaster threatens or strikes, a community must marshal its resources since prompt and effective response and recovery efforts may require more personnel, equipment, and supplies than the local government possesses. Local officials may find it necessary to use their government's personnel and equipment in extraordinary ways, to call upon private citizens and organizations for assistance, and even to request help from neighboring jurisdictions and state and federal agencies to aid in the community's emergency operations. Therefore, planning for coordinating such resources, including the development of procedures to inventory available community resources, must be an integral part of a community's comprehensive emergency management plan development process.

Primary

Jefferson County Emergency Management Agency

Annex 7: Resource Management



This diagram illustrates the concept of operations for this function, particularly how departments/agencies/organizations are to be coordinated. The diagram assumes a full EOC activation. The EOC position(s) responsible for the coordination of this function is indicated. Likely primary and support resource providers are listed.

Jefferson County, Alabama
Comprehensive Emergency Management Plan

ANNEX 7
RESOURCE MANAGEMENT

I. PURPOSE.

To provide for the effective utilization, prioritization, and conservation of available local resources (equipment and supplies) during emergencies or disasters. The coordination and use of human resources is discussed in Annex 8.

II. POLICY.

It is the policy of the Jefferson County Emergency Management Council that:

- A. Resources will be inventoried, prioritized and utilized in the most efficient manner possible, and be applied to functions and areas of greatest need.
- B. Disaster victims will take precedence in the allocation of resources.
- C. After all available local resources have been utilized, additional resources will be requested from state and federal government agencies when necessary to save lives and protect property.
- D. The Emergency Council, in extraordinary circumstances, may convene advisory groups of public and private sector representatives to coordinate and manage the emergency use of community resources.
- E. The Emergency Council may invoke temporary controls on local resources and establish priorities when a local State of Emergency is proclaimed. These may include, but not limited to, fuel, food, shelter and other resources necessary for human needs. The EOC will coordinate dissemination of information concerning any emergency measures, and voluntary controls or rationing.
- F. This annex may be utilized singularly, or in conjunction with a Crisis Action Team (CAT) or full Emergency Operations Center (EOC) activation.

III. DEPARTMENTS/AGENCIES/ORGANIZATIONS INVOLVED AND THEIR RESPONSIBILITIES.

In the fullest context, these responsibilities assume a full Emergency Operations Center (EOC) activation. In the interest of time and efficiency, the departments / agencies / organizations involved with this function may or may not be utilized in smaller Crisis Action Team (CAT) situations. Note: During a CAT situation, the Jefferson County EMA and / or other CAT members in the interest of saving lives and property, will liaison direct to the agencies with resources and capabilities. As the situation grows larger and more complex, your agency may be called upon to perform some or all its stated responsibilities.

A. Local Government.

Local governments are encouraged to develop their own procedures to guide their initial response to emergency events occurring within their jurisdiction. They should consider the following responsibilities in their emergency planning efforts. Responsibilities that a local government cannot fulfill can be deferred to the Jefferson County CEMP.

- Jefferson County EMA is the lead agency responsible for organization and mobilization of this function during emergencies. Each local government should identify a point of contact for implementation.
- Designate a resource coordinator.
- Develop procedures for inventory, storage, maintenance, and replacement of administrative and logistical support items.
- List available public and private community resources.
- Describe sources and methods for obtaining and using facilities, equipment, supplies, services, and other resources to support emergency response.

B. Jefferson County Emergency Organization.

If local government capabilities are exceeded, support may be available upon request through the Jefferson County EMA from the following departments/agencies/organizations that comprise the emergency organization for this function:

*Primary:***1. Jefferson County Emergency Management Agency.**

- Coordinate and use all available resources during an emergency or disaster.
- Prepare and maintain lists of emergency resources and key points of contact.
- Coordinate resources with other agencies and volunteers in order to maintain adequate resources.
- Develop mutual aid agreements.
- Assess impact of the emergency on the available resources and identifiable needs.
- Keep records of services and resources rendered during an emergency.

*Support:***2. Departments/Agencies, All.**

- Develop and maintain appropriate resource lists for inclusion in department procedures.
- Provide supplies, equipment, and personnel as requested.

3. Finance Department.

- Process emergency purchases/procurement.

4. Public Sector.

- Provide supplies and equipment as requested.

C. State Responsibilities.

1. If local capabilities are exceeded, and a local emergency has been declared, state government agencies can augment assistance to local government to meet the emergency needs of victims during declared emergencies/disasters. Requests for state assistance are processed through the Jefferson County EMA.
2. The Alabama Emergency Management Agency (AEMA) receives and coordinates requests for state assistance. The Governor may declare a "state of emergency" to authorize use of state resources. Additionally, AEMA will:
 - Coordinate the use of state resources.

D. Federal Responsibilities.

1. Federal government agencies can provide supplemental assistance to local and state government to meet the emergency needs of victims during declared emergencies/ disasters. Requests for federal assistance are processed through Alabama Emergency Management Agency (AEMA).
2. The Federal Emergency Management Agency (FEMA) receives and coordinates requests for federal assistance. The President may declare an "emergency" or "disaster" to authorize use of federal resources.

IV. CONCEPT OF OPERATIONS.**A. General.**

1. When disaster threatens or strikes, a community must marshal its resources since prompt and effective response and recovery efforts may require more personnel, equipment, and supplies than the local government possesses. Local officials may find it necessary to use their government's personnel and equipment in extraordinary ways, to call upon private citizens and organizations for assistance, and even to request help from neighboring jurisdictions and state and federal agencies to aid in the community's emergency operations. Therefore, planning for coordinating such resources, including the development of procedures to inventory available community resources, must be an integral part of a community's Comprehensive Emergency Management Plan (CEMP) development process.

B. Role of Local Government.

1. Local government should commit all locally available resources as necessary to protect the lives and property of its citizens. After local and county resources have been expended or committed, assistance will be sought from the state EOC through the Jefferson County EOC.
2. Local government should maintain a list of local resources available for emergency use. The list should indicate the quantity, location, and contact person.
3. Local government will maintain records of all resources expended in an emergency or disaster, such as personnel, equipment, and materials.

C. Role of Jefferson County EMA.

1. The Jefferson County EMA is responsible for the overall coordination of emergency resources. The major responsibility is to identify available sources from which needed resources can be obtained during an emergency situation. Major duties include:
 - Identify and maintain current resource inventories.
 - Establish inventory, control, and delivery systems.
 - Develop agreements with resource providers as necessary.
 - Identify staging area locations and resources needed.
 - Procure and allocate essential resources to support emergency operations.
2. Resource management includes:
 - Distribution of food and other essential supplies.
 - Procurement, allocation of transportation resources. (See Annex 18, Transportation.)
 - Water, electrical, sanitation, and other utility systems and services.
 - Supplies for mass care facilities, multipurpose staging areas and medical facilities.
3. Organizations locally available to provide resources and other support are contained in the EMA Resource Listing. Coordination of these resources during emergencies will be from the EOC.
 - When local resources and mutual aid resources are insufficient to support an emergency operation, the Jefferson County EMA can request state assistance through the State EOC.
4. The Finance Department is the lead agency for coordinating emergency purchases/ procurement. Purchases shall be made in accordance with emergency purchasing/ procurement policies.
5. The Emergency Council may invoke controls on resources and establish resource allocation priorities during a state of emergency.

D. EOC Operations.

1. If the situation warrants, the EMA Coordinator or EOC Incident Manager may establish a “Resource Management UNIT” within the Logistics Services Branch. Responsibilities include:
 - Coordinate with the “EOC Incident Manager” and/or “EOC Planning/Intelligence Section Chief” to determine resource needs. Essential information includes: -WHAT is needed and WHY? -HOW MUCH is needed? -WHO needs it? -WHERE is it needed? -WHEN is it needed?
 - Advise and assist the “Emergency Council” with determining priorities.

- In general: -Receive, document, prioritize, and track requests for resources. -Use resource inventory/lists to match and meet needs. -Coordinate supply distribution points, reception, storage, and deployment. -Coordinate with other function's within the "EOC Logistics Section." -Maintain financial and legal accountability.
 - Sources for resources can include:
 - All personnel, equipment, and supplies.
 - State EOC.
 - Volunteer organizations.
 - General public.
 - Businesses, industry.
2. As needed, the Resource Management Unit Leader may establish the following units:
 - Equipment, Supplies Unit.
 - Food, Water, Commodities Unit.
 - Energy, Utilities Unit.
 - Facilities, Maintenance Unit.
 3. The EOC will develop and use a zone system for staging emergency personnel and equipment responding in an emergency or disaster.
 - a. Staging areas should be identified in each zone for both local resources to gather or for outside resources entering the county by major transportation routes/systems.
 - b. This staging concept may support staging areas set by incident commanders at individual sites.
 - c. Communications should be established between staging areas and the EOC.
 - d. If feasible, staging areas and zones should be predesignated.

E. Donated Goods.

1. After a major disaster has occurred, it can be anticipated that resources may be sent in from outside the county without them being requested. Information should be disseminated to send these resources to appropriate staging areas for registering, inventorying, assignments, and distribution.
2. Management of donated supplies, food, clothing, medicine, and other items is discussed in "Annex 20; Donated Goods and Services."

F. Economy.

After a major disaster, the free market economy and normal distribution, transportation, warehousing, and retail systems will be encouraged and maintained to the maximum extent possible. If a disaster causes a shortage of essential resources, Jefferson County will endeavor to cooperate with the private sector and with the State in encouraging voluntary controls and to enforce mandatory controls as may be needed and when necessary.

V. APPENDICES and/or REFERENCES.

A. Appendices: None.

B. References:

1. County Resource Directory (published separately).
2. Department/Agency Resource Listings (published separately).

Controller's Note: Read and distribute this inject to the group approximately 20 minutes into the exercise.

At 5:53, a call comes into the county 911 Communications Center. In Fryville, a gas leak has ignited, causing a fire in a major grocery chain warehouse. Several people have been injured and there is a danger of fire spread to adjacent buildings. Water pressure is low. The Fryville Volunteer Fire Department Chief is the Incident Commander.

Discussion Questions:

1. Expand on the cascading events to determine new resource requirements.
2. Does this event change the resource priorities? How?
3. Identify strategies for managing resources during this event.

Controller's Note: Read and distribute this inject to the group approximately 40 minutes into the exercise.

At 6:57, a southbound train derails at Saunders Junction due to a bridge being undermined. Several cars are overturned. A tank car with an unknown chemical is on its side in the river and is leaking. This incident is operating under a Unified Command consisting now of the county fire and sheriff.

Discussion Questions:

1. How does this new event change the overall resource priorities?
2. Identify resource management challenges from the EOC.
3. Describe the method for evaluating resource effectiveness.
4. Where can additional resources be found?

